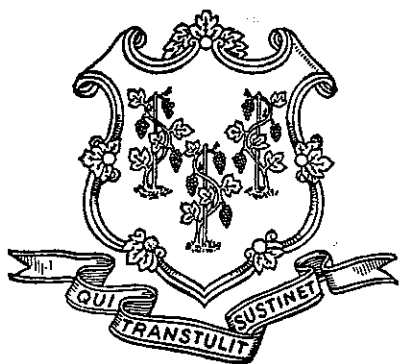


# STATE POLICE EMPLOYMENT PRACTICE IMPACT ON PROTECTED GROUPS

Connecticut  
General Assembly



LEGISLATIVE  
PROGRAM REVIEW  
AND  
INVESTIGATIONS  
COMMITTEE

DECEMBER 1994

## **CONNECTICUT GENERAL ASSEMBLY LEGISLATIVE PROGRAM REVIEW AND INVESTIGATIONS COMMITTEE**

The Legislative Program Review and Investigations Committee is a joint, bipartisan, statutory committee of the Connecticut General Assembly. It was established in 1972 to evaluate the efficiency, effectiveness, and statutory compliance of selected state agencies and programs, recommending remedies where needed. In 1975, the General Assembly expanded the committee's function to include investigations, and during the 1977 session added responsibility for "sunset" (automatic program termination) performance reviews. The committee was given authority to raise and report bills in 1985.

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IMPACT ON PROTECTED GROUPS**

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## AGENCY RESPONSE

## **EXECUTIVE SUMMARY**

### **STATE POLICE EMPLOYMENT PRACTICE IMPACT ON PROTECTED GROUPS**

The Legislative Program Review and Investigations Committee study of the Department of Public Safety Division of State Police focused on how the department employment policies and practices impacted members of protected class groups in the sworn ranks. Of specific interest were those groups determined to be underrepresented compared to the available labor pool, primarily women and minority persons.

In October 1982, according to an employment discrimination lawsuit filed by the group, Men and Women for Justice, against the Department of Public Safety (DPS) and the Department of Administrative Services (DAS), of the 859 sworn state police members, 33, or 3.8 percent, were minority group individuals. At that time, the minority population in Connecticut was 10 percent. Three, or 2 percent, of the 140 state police sergeants were minority individuals. Out of the 29 specialized units (non-field troops), two minority troopers were permanently assigned.

In February 1984, DPS voluntarily agreed to the first of several consent orders issued in federal court in settlement of the lawsuit regarding hiring, promotions, special unit assignments, and discrimination complaint handling. Up through 1994, the agency had voluntarily extended the orders.

Although the state police division has increased in diversity in the past 10 years, the committee found the effect of implementing both federal consent decree requirements and a statutorily required affirmative action plan created a mixed state of equal employment opportunity effort. One result of this mixed state is that data for key employment areas that should be analyzed periodically are collected but not examined, or not even collected.

Committee recommendations are aimed at clarifying and improving the internal oversight of equal employment opportunity efforts by requiring more comprehensive and coordinated assessment mechanisms. The committee also recommends the process for selecting applicants for non-field troop assignments, known as specialized unit assignments, be standardized and the selection criteria clarified.

### **Recommendations**

- 1. The Department of Public Safety shall produce a separate affirmative action plan pertaining only to sworn members of the state police, and adjustments and additions shall be made so that the plan provides meaningful guidance and measurements, including but not limited to the following:**
  - **special unit assignment information, including data on**

**applicants, selection process results, and a review of the process for any barriers to representation;**

- **utilization analyses based on realistic internal availability data, so that accurate utilization data are available for goal setting;**
- **detailed reporting and analysis of the trooper trainee recruitment and selection process, with outcomes broken out by each phase;**
- **detailed reporting of training opportunities sought and received; and**
- **reports specifically geared toward consent decree compliance.**

**The report shall be prepared annually and submitted to the Joint Committee on Public Safety of the Connecticut General Assembly on September 30 of each year.**

**2. The committee recommends that a annual written comprehensive recruitment plan be prepared, as part of the state police affirmative action plan recommendation in Section I. At a minimum this plan must include:**

- **the agency's recruitment need and objectives stated in quantitative form;**
- **detailed strategies and activities selected to achieve objectives;**
- **key activity timetables;**
- **an itemized recruitment budget;**
- **quarterly evaluation of recruitment activities, outcome measures and cost-effectiveness; and**
- **discussion of failures and possible solutions or alternatives.**

**3. The committee recommends that DPS develop a selections manual describing each component of the selection process, its relation to job performance, and the guidelines used to administer and score each phase. In addition, DPS in conjunction with DAS, should routinely document demographic outcomes and periodically evaluate each selections phase for job-relatedness and adverse impact. These results shall be included in the state police affirmative action plan recommended in the first section.**



**4. It is recommended that the selection criteria be weighted so applicants have a clearer picture of what skills and experiences have optimal value. Further, it is recommended that the state police standardize their selection processes for special unit assignments and incorporate the processes into the department's Administrative and Operations Manual.**

**5. The committee recommends that DPS, at least annually, review demographic attrition rates. This evaluation should include:**

- **demographic comparison by type of separation;**
- **reason for separation;**
- **length of DPS sworn employment (or in case of recruits - training completed); and**
- **work location at time of separation.**



## INTRODUCTION

The Department of Public Safety (DPS) is one of over 75 state agencies delivering services to Connecticut residents, with its overall mission to protect life and property. The largest of its three divisions is the Division of State Police. The State Police maintain safety on state highways, and provide law enforcement and criminal investigation services throughout the state, employing approximately 950 sworn personnel. These personnel are deployed among twelve troop locations scattered across the state as well as at centralized locations performing administrative, support, and investigatory activities.<sup>1</sup>

Like other state agencies, DPS must follow certain standards that the state as an employer has set for itself, including state equal employment opportunity laws prohibiting discriminatory employment actions toward persons belonging to groups determined to be protected under state law (e.g., groups sharing racial, ethnic, or gender identities). Further, the department, like other state agencies, is required to implement affirmative action efforts to promote equal employment opportunity. Also, the state as an employer is subject to federal civil rights laws.

In October 1982, 3.8 percent (33), of the 859 sworn state police members were minority group individuals, according to an employment discrimination complaint filed in federal court by the group, Men and Women for Justice, against the Department of Public Safety and the Department of Administrative Services (DAS). At that time, the minority population in Connecticut was 10 percent. Three, or 2 percent, of the 140 state police sergeants were minority individuals. Permanent assignments to the 29 specialized units (non-field troops) included two minority troopers.

In February 1984, DPS voluntarily agreed to the first of several consent orders issued in federal court in settlement of the lawsuit filed two years earlier, regarding hiring, promotions, special unit assignments, and discrimination complaint handling. Up through 1994, the agency had voluntarily extended the orders' influence.

## SCOPE

In March 1994, the Legislative Program Review and Investigations Committee voted to study the impact of DPS policies, procedures, and operations on state police hiring and other employment functions related to persons who are members of underutilized protected classes, mainly minority persons and women. The review was intended to focus on how the established mechanism of the state affirmative action plan process addressed concerns related to protected classes, and on the impact of the consent decrees.

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<sup>1</sup> The other two divisions utilize some sworn personnel: the Fire, Emergency and Building Services Division, 20, and the Administrative Services Division, 4.

## **METHODOLOGY**

In carrying out this study, pertinent state and federal statutes were reviewed as well as court decisions and legal articles. Key personnel at DPS were interviewed, as were members of the Human Rights Committee of the Connecticut State Police Union. Documentation was requested and reviewed in the areas of recruitment, selection, assignments, promotions, and attrition. Every member of the current state police recruit selection committee was interviewed. Committee staff interviewed personnel from the Office of Attorney General, staff members of the Commission on Human Rights and Opportunities (CHRO), and Department of Administrative Services personnel.

Staff also reviewed the last eight affirmative action plans submitted by the department to CHRO, and reviewed other documentation maintained by the public safety affirmative action office related to special unit assignment selections. Staff reviewed promotional lists for the various ranks, and attended some recruit and in-service training classes.

The committee also surveyed all sworn members of the state police asking about their opinions and experiences related to employment discrimination issues. The response rate was approximately 30 percent. A copy of the survey and a summary of its results may be found in Appendix A.

## **REPORT FORMAT**

This report is divided into seven chapters. The first six chapters set out background material on: anti-employment discrimination policy and implementation; the duties, structures, and current workforce demographics of the Department of Public Safety with a primary focus on the Division of State Police; trooper recruitment and selection processes; assignments and promotions; and attrition. The final chapter contains the committee findings and recommendations related to the areas discussed in the first six chapters.

## **AGENCY COMMENTS**

It is the policy of the Legislative Program Review and Investigations Committee to provide agencies subject to a study with an opportunity to review and comment on the recommendations prior to the publication of the final report. The response of the Department of Public Safety may be found at the end of the report.

## **CHAPTER ONE**

### **EMPLOYMENT DISCRIMINATION POLICY AND IMPLEMENTATION**

Equal employment opportunity or nondiscrimination in employment has been a statutory right of Connecticut state government workers since 1947. The federal Civil Rights Act of 1964 has applied to state governments as employers since 1972, proscribing employment discrimination.

A variety of avenues exist to achieve compliance with equal employment opportunity requirements, with different success measures and remedies for compliance failure. Some are proactive, while others follow allegations of wrongdoing, with an eye toward a specific remedy. These avenues include: the state agency affirmative action plan development and implementation process; individual (or group) complaints to court; individual complaints through the internal agency grievance process; and individual complaints to the Commission on Human Rights Opportunities (CHRO).

#### **AGENCY AFFIRMATIVE ACTION PLAN**

Since 1975, state executive branch agencies have been required by state law to prepare affirmative action plans to ensure that affirmative action is undertaken as required by state and federal law to provide equal employment opportunities. State regulations set out the specific plan content requirements that apply to all agencies. (Appendix B summarizes the 18 elements that are required to be in a plan). Typically, agencies file on an annual basis, but can be required to file more frequently if there are problems.

**Affirmative action defined.** State regulations define affirmative action<sup>2</sup> to mean:

... positive action, undertaken with conviction and effort, to overcome the present effects of past practices, policies and barriers to equal employment opportunity and to achieve the full and fair participation of women, Blacks and Hispanics and

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<sup>2</sup> The U.S. Supreme Court has determined that reasonable attempts to remedy conspicuous racial imbalance in traditionally segregated categories is not racial discrimination within the broad purpose of federal civil rights statutes to promote equal employment opportunity. To the extent that the "positive action" uses race, ethnic background or gender as a factor in employment decisions, that action will be reviewed with strictest scrutiny by the courts: first, any such classification must be justified by a compelling governmental interest, and second, the means chosen must be narrowly tailored to the achievement of that interest.

any other protected group found to be underutilized in the workforce or affected by policies or practices having an adverse impact<sup>3</sup>.

A major component of an affirmative action plan is to compare an agency's workforce at a point in time to the available labor pool. If the agency workforce reflects the labor pool, achieving parity, then the agency, for the purposes of the affirmative action plan requirement, has provided equal employment opportunity. If no parity exists, the agency must explain the circumstances, and any good faith efforts it has taken to remedy the problem.

If the agency does not demonstrate either parity or good faith effort, the Commission on Human Rights and Opportunities can deny approval of its plan. Under CHRO guidelines, three disapprovals may lead to a freeze on agency hiring or promotion.

Since 1985, DPS has had progressively more success with its plans. From 1985 to 1989, the department was on a six-month filing schedule, but did not have a plan approved until 1987. Since 1987, all the plans have been approved, not by achieving parity, but by demonstrating good faith effort.

#### **INDIVIDUAL COMPLAINTS TO COURT**

Individuals may sue in court for discrimination claims, generally if administrative remedies have been exhausted. The department has been sued five times since the early 1980s in regard to employment discrimination matters in federal court. In 1989 and 1992, no discrimination was found in two cases that involved an applicant who was terminated from the selection process and a trooper who was discharged. There are two other discrimination cases pending in federal court at the moment, both involving employee discharges. A fifth case filed in the early 1980s, was a class action suit, and was ultimately settled by a series of consent decrees.

**Consent decrees.** In April 1982, a group called Men and Women for Justice, Inc., along with three individuals who failed part of the state police recruit exam, filed suit against DPS and DAS. The charges included discrimination in initial hiring, promotions, and certain job assignments. Beginning in 1984, Federal District Judge Robert Zampano entered several consent orders designed to settle the dispute. Summaries of the primary orders follow.

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<sup>3</sup> Under state regulations, adverse impact means a "substantially different rate of selection, generally a selection rate for any group less than four-fifths of the rate for the group most favored by the selection device [although there are different provisions in cases where data characteristics result in statistical meaninglessness]."

## Hiring Order

- The public safety commissioner was to appoint qualified minority persons as trooper trainees in order to reach the goal that at least 10 percent of the persons serving as sworn personnel be minority individuals.
- The goal was to be reached by graduating at least 46 minority graduates from the next 180 appointees to the academy (unless DPS was unable to meet the prescribed timetable despite reasonable efforts to do so.)
- If feasible, DPS was to appoint an approximately equal percentage of minority persons to each class of trooper trainees during the life of decree.
- The parties were to meet with the court regularly to monitor compliance with this decree.
- The decree was to expire when the court determined that 10 percent of the sworn members of the Connecticut state police were minority persons.

## Assignment Order

- The percentage of minority persons among all members of the department in permanent special assignments (non-patrol assignments of more than 90 days) was not to be less than the percentage of minority persons among all sworn members, excluding trainees and probationary troopers.
- A system was to be maintained to assure that all sworn personnel have equal access to special assignments regardless of race or national origin.

## Grievance Procedure Order

- The DPS commissioner was to issue a new directive concerning procedures to be followed for individual discrimination complaints. Any employee could file a complaint directly with the commissioner's office. A copy of the complaint was to contemporaneously go through the chain of command.

- The commissioner was to provide for the investigation of the complaint by the department.
- After the investigation was completed, the complainant could request an individual meeting with the commissioner.

#### Promotion Order

- At least one minority candidate was to be appointed as sergeant for every 10 sergeants appointed.
- The commissioner was not required to delay promotions because of an absence of minority candidates who meet eligibility criteria, but if there was an absence, the commissioner was to as promptly as feasible appoint sufficient numbers of minority candidates to make up for any prior inability to appoint minority candidates, so that one in ten candidates promoted to sergeant were minority persons.
- The order was to expire when 10 percent of persons holding the rank of sergeant are minority or when the next eligibility list expired (1991), whichever occurred first.

There were also orders allowing persons who had resigned in good standing from an academy class to be offered positions in the next class.

No official action has been taken to date to terminate any of the consent decrees. Under former Public Safety Commissioner Cioffi, who took office in 1991, the agency voluntarily extended the consent decree to reflect changing demographics evidenced by the 1990 census. (The 10 percent goal used in the original orders was based on 1980 census data.)

#### INDIVIDUAL COMPLAINTS TO AGENCY

As part of the affirmative action plan requirement, each agency is required to have and describe its internal grievance procedures for discrimination complaints. The DPS procedure requires that the complaint, submitted on an agency form, be forwarded through the chain of command. An individual also may send the complaint directly to the commissioner, a directive resulting from a 1987 federal court consent decree, cited above. Complaints are to be filed within 45 days from the date the alleged discrimination occurred.

The complaint must be signed and sworn to by the employee in the presence of the department's affirmative action officer, and signed by the officer as well. The affirmative action officer is to counsel the complainant and attempt to informally and satisfactorily resolve the complaint within five working days. If this does not happen, a "prompt and thorough"



investigation is to occur internally, the results of which are to be reported to the commissioner within 30 days if possible. The commissioner is to review the report and take whatever action deemed appropriate, and the affirmative action officer is to notify the complainant of the findings within 10 days after the end of the investigation.

After receiving notice of the findings, the complainant may make a written request to the commissioner for a personal meeting with the commissioner. This request must also be sent along the chain of command. The commissioner may have anyone else he deems appropriate at the meeting. If a discrimination allegation is made directly to another agency, such as CHRO, the affirmative action officer at DPS is charged with investigating the charge for the department.

If desired the individual can request the assistance of the affirmative action officer in filling out the form. The Affirmative Action office is also available for confidential counseling. The department does not report on internal complaints that do not go to CHRO in the affirmative action plan. In the past six years, according to DPS records, eight formal complaints have been filed. Based on the committee's review of the files, there is no set format for the internal investigation by the affirmative action office.

#### **INDIVIDUAL COMPLAINTS TO CHRO**

A state employee can file an employment discrimination complaint with the Commission on Human Rights and Opportunities, under Title VII of the federal Civil Rights Act of 1964. The federal Equal Employment Opportunity Commission administers the act, and designates an agency in each state to receive complaints first. The Commission on Human Rights and Opportunities is that agency in Connecticut.

An individual must file a complaint with CHRO within 180 days after the alleged discrimination occurred. The complaint must be in writing and the complainant must swear to it. A copy of the complaint is filed with the person or agency the complaint is against, and they are given an opportunity to respond. The case is assigned to a CHRO investigator, who gathers information on both sides of the complaint. The investigator will make a determination if there is reasonable cause to believe a person's rights have been violated under the law.

When an employment discrimination complaint is filed against DPS with CHRO, an assistant attorney general assigned to the department becomes involved and represents the agency before the commission. This is different from what occurs with most agencies, where appearances before CHRO are handled by an agency's affirmative action staff, and would only involve the Office of the Attorney General if the case went on to court. This circumstance apparently began in the mid-1980s when DPS had a lot of turnover among its affirmative action staff.

According to data provided by CHRO, since 1986 through June 1994, 31 employment related discrimination complaints were filed against DPS with CHRO. Eight of these have no outcome noted, meaning no resolution yet. Of the remaining 23, 10 were found to have no

reasonable cause, 5 were withdrawn, 3 were administratively closed, 2 were withdrawn with settlement, 2 were settled, and one was given a right to sue. (Also of the 31 complaints, three complaints engendered three retaliation charges).

## CHAPTER TWO

### OVERVIEW OF THE DEPARTMENT OF PUBLIC SAFETY

The Department of Public Safety was created in 1977 to coordinate the various state agencies and programs established to protect life and property, including the Department of State Police. Prior to that, since 1903, the State Police Department existed as a separate agency, with its goals and organizational structure modified over the years.

Currently, the Department of Public Safety is organized into three major divisions: state police; administrative services; and fire, emergency and building services. The commissioner's office oversees the divisions. During this study, DPS was headed by a civilian commissioner, with a sworn member of the state police serving as deputy commissioner and commander of the state police division. Figure II-1 provides an overview of the organizational structure of the Department of Public Safety. The department's 1994 budget totaled \$85,115,030.

#### AGENCY WORKFORCE

The Department of Public Safety has 1,506 employees. Figure II-2 illustrates the staff resources by department division. Table II-3 provides the race and sex demographics for the Department of Public Safety.

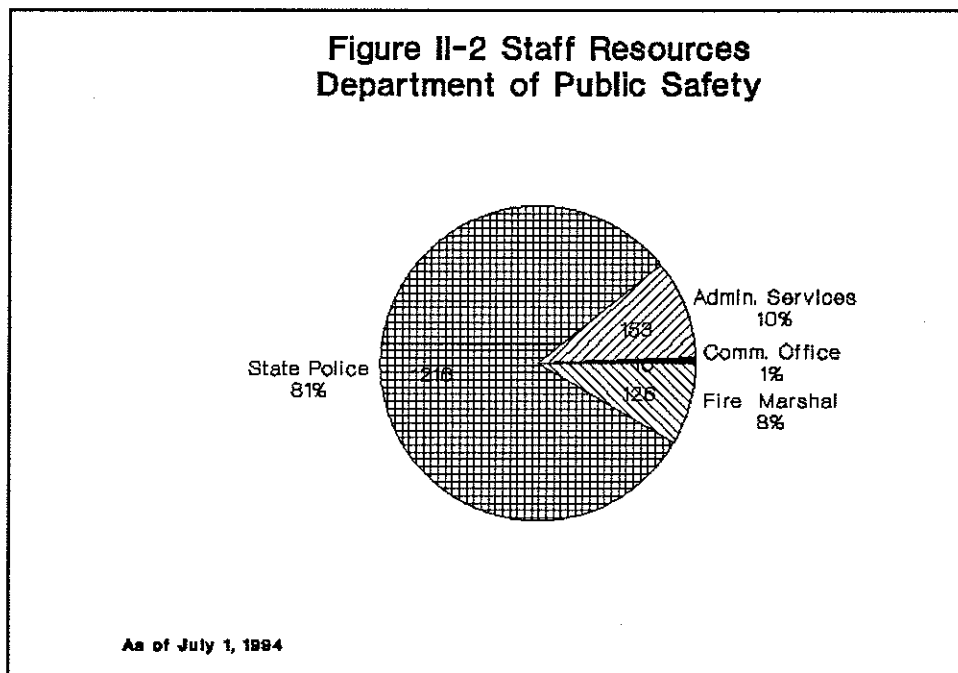
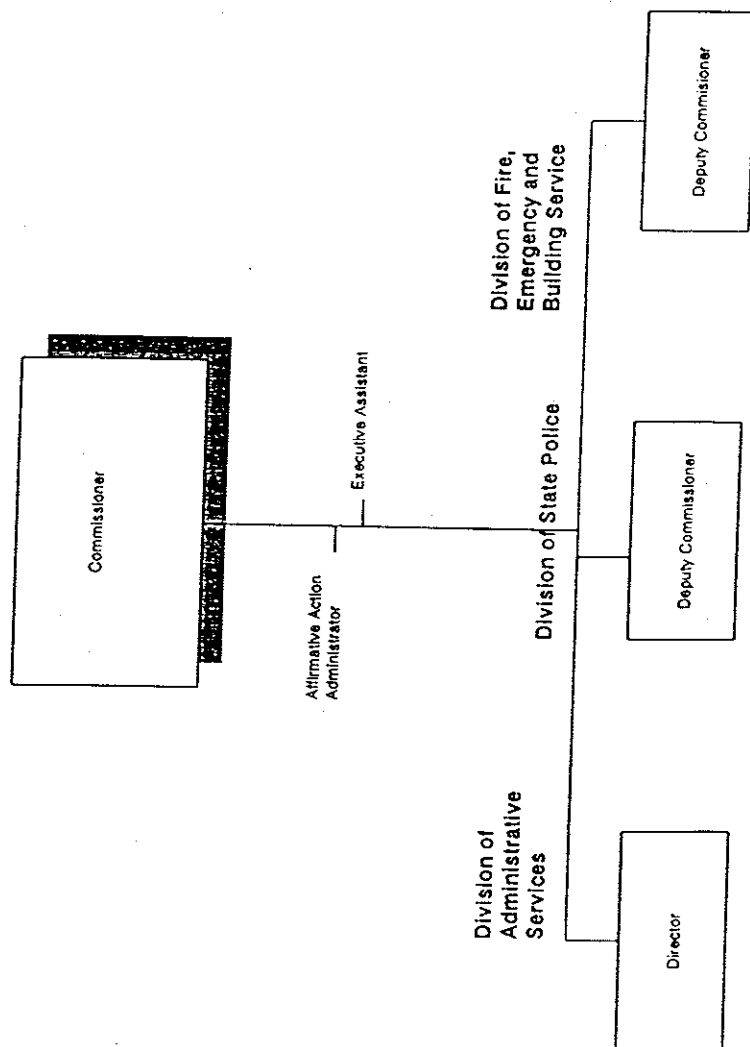


Figure II-1

# DEPARTMENT OF PUBLIC SAFETY



<b>Table II-3. Race, Ethnic, and Gender Demographics of Dept. of Public Safety</b>											
		<b>MEN</b>					<b>WOMEN</b>				
<b>DIVISION</b>	<b>TOT<sup>1</sup></b>	<b>W</b>	<b>B</b>	<b>H</b>	<b>O</b>	<b>Tot</b>	<b>W</b>	<b>B</b>	<b>H</b>	<b>O</b>	<b>Tot</b>
Comm. Office	10	3 30%				3 30%	5 50%	2 20%			7 70%
State Police	1217	869 71%	70 6%	55 5%	4 .3%	998 82%	200 16%	12 1%	5 .4%	2 .1%	219 18%
Admin. Services	153	57 37%	4 3%	2 1%	3 2%	66 43%	71 46%	6 4%	10 7%		87 57%
Fire Marshal	126	83 66%	2 2%	3 2%	1 .8%	89 71%	32 25%	2 2%	3 2%		37 29%
<b>TOTAL</b>	<b>1506</b>	<b>1012 67%</b>	<b>76 5%</b>	<b>60 4%</b>	<b>8 .5%</b>	<b>1156 77%</b>	<b>308 20%</b>	<b>22 1%</b>	<b>18 1%</b>	<b>2 .1%</b>	<b>350 23%</b>
<sup>1</sup> Includes Sworn and Non Sworn SOURCE: DPS Personnel (As of July 29, 1994)											

As Figure II-2 demonstrates and Table II-3 shows, a majority, 81 percent, of staff resources are in the Division of State Police (This includes sworn and nonsworn personnel). More than three-fourths of the total workforce are male. The division of state police has the largest percentage of males while the division of administrative services has the largest number of females. In terms of race, 87 percent of the total workforce is white and 12 percent is minority.

The department's Affirmative Action Office is located in the commissioner's office and consists of two personnel, an Affirmative Action Administrator and and Affirmative Action Officer. These staff are responsible for handling all the agency's affirmative action and anti-discrimination work.

## **DIVISION OF STATE POLICE**

Key responsibilities of the state police division include the prevention and detection of crime and the protection of life and property. The division also provides security for the governor and at the State Capitol. The bulk of these responsibilities are carried out by the division's Field Operations and Police Support Units. Figure II-4 lays out the division's organizational structure. At the time of the program review committee study, the division was headed by a deputy commissioner who was also the highest ranking sworn officer, a colonel.

FIGURE II-4

DPS - DIVISION OF STATE POLICE

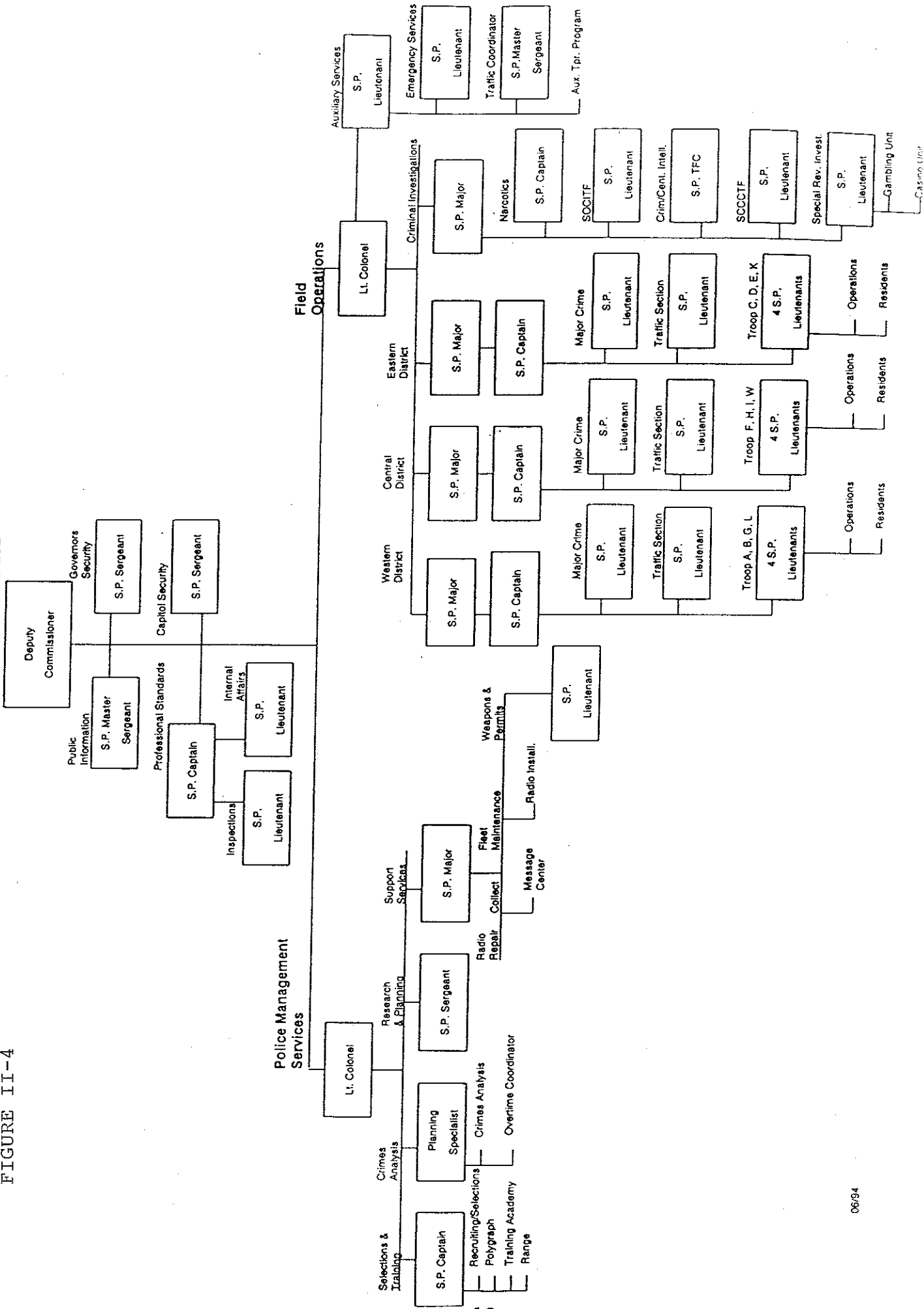
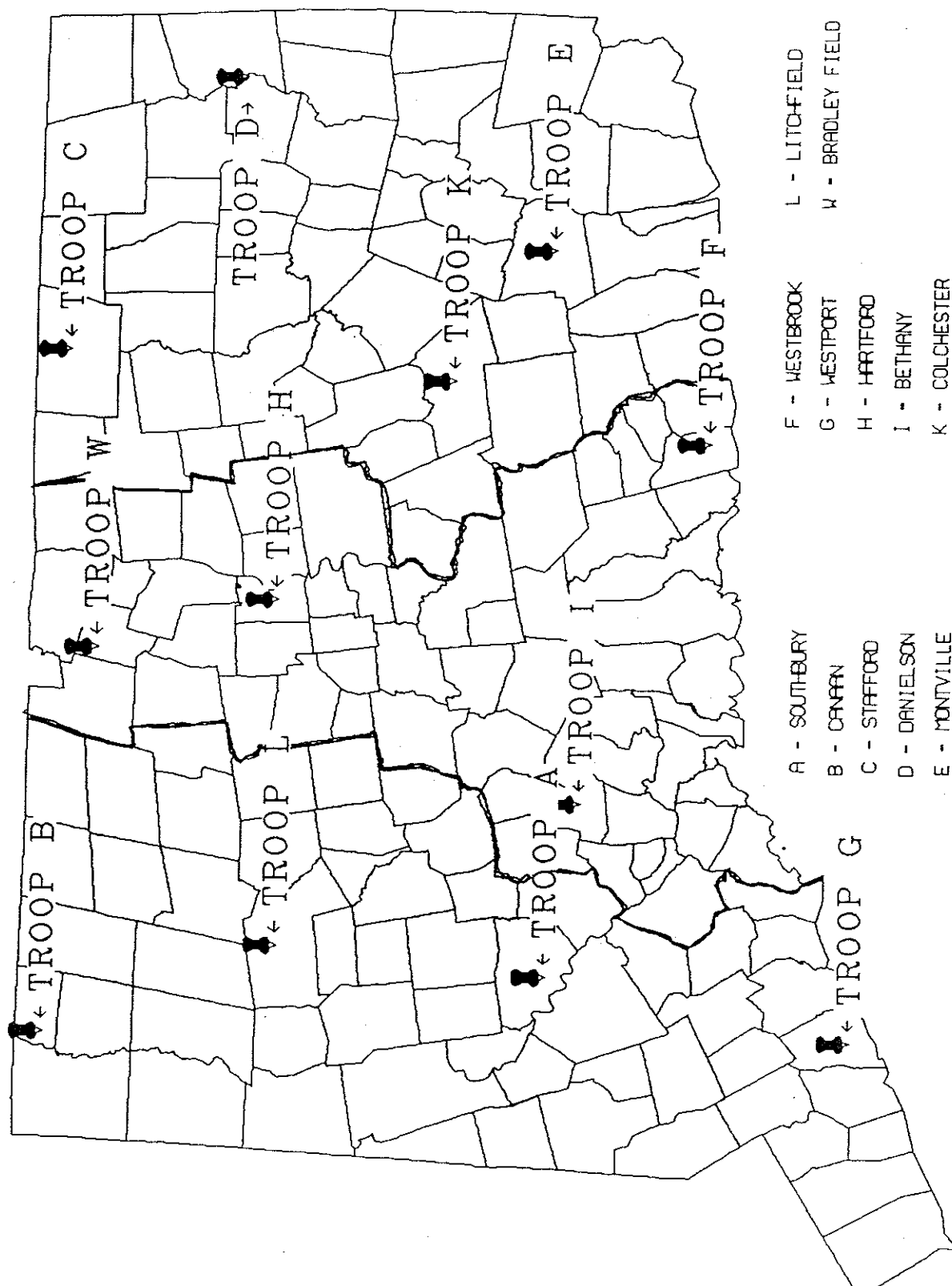


FIGURE II-5

WESTERN DISTRICT      CENTRAL DISTRICT      EASTERN DISTRICT



The field operations section oversees direct law enforcement services in the three districts (eastern, western, and central) that cover the state. Figure II-5 on the previous page shows the district boundaries and barrack locations. Each district is supervised by a major, headquartered in the area served; each district has the capability of providing a full range of police services from traffic enforcement to the investigation of crimes.

Each district has a major crime unit that processes crime scenes and participates in resulting investigations. However, most of the staff resources are troopers responsible for patrolling highways and secondary roads. Highway patrol and accident investigation constitute a major portion of the field operations function. The field operations unit also supervises resident troopers who provide law enforcement to towns that lack organized police departments.

Security at Bradley International Airport is provided by Troop W. The field unit also oversees the operations of specialized criminal investigations units such as organized crime, narcotics, and gambling. In addition, the field operations unit also provides auxiliary staff services related to emergencies, traffic coordination, and auxiliary troopers.

The Police Management Services Unit provides management support for the field units. The key responsibilities of this unit are: recruitment, selection, and training of state troopers; crime analysis, research, and planning; and support services such as fleet maintenance, radio repair, and weapons and permits.

**Current Division Workforce: Sworn and Non-sworn.** Table II-6 outlines the demographic makeup of the Division of State Police. There are 1,217 employees within the division. Seventy-nine percent (962) of the staff are sworn officers, with the remaining 255, or 21 percent, unsworn. Slightly more than 60 percent of the 255 nonsworn employees in this division are women, while 7 percent of the sworn employees are women.

Table II-6. Race/Sex Demographics of the Division of State Police											
		MEN					WOMEN				
	TOT	W	B	H	O	TOT	W	B	H	O	TOT
Nonsworn %	255 21%	91 36%	3 1%	5 2%	1 .3%	100 39%	141 55%	8 3%	5 2%	1 .3%	155 61%
Sworn %	962 79%	778 81%	67 7%	50 5%	3 .3%	898 93%	59 6%	4 .4%		1 .1%	64 7%
Total %	1217	869 71%	70 6%	55 5%	4 .3%	998 82%	200 16%	12 1%	5 .4%	2 .1%	219 18%
SOURCE: DPS PERSONNEL (As of July 29, 1994)											



**Sworn workforce by assignment.** The majority of sworn personnel within Field Operations are assigned to one of the 12 barracks within the three state police districts that cover the state. Tables II-7, II-8, and II-9 provide a snapshot of the racial, ethnic, and gender demographics for the three districts as of July 29, 1994.

The Eastern district, consisting of troops C, D, E, and K, is the largest district with 259 sworn personnel, followed by Western (Troops A,B,G,L) with 240 sworn members, and Central (Troops F,H,I,W) with 227. The largest state police barracks (56 sworn) in the state is Troop G in the Western district. The Western district also has the largest number of women (15) followed by the Central (11) and Eastern (9) districts. Western and Central each have 30 sworn minorities members, accounting for 13 percent of its employees, while the Eastern district has 23 representing 8 percent.

Additionally, each district has resident troopers who provide police services to towns that do not have municipal police. Of the 79 resident troopers, 76 are men ( 72-white, 2-black, 2-hispanic) and 3 are white women. Over 50 percent (42) of the resident troopers are in the Eastern district.

Assignments are also made to the Criminal Investigations Bureau. That bureau performs specialized investigations for the department through units including the following:

**Statewide Narcotics Task Force** - conduct investigations relating to the manufacture, distribution, sale or possession of controlled substances;

**Statewide Organized Crime Investigative Task Force** - performs undercover surveillance and investigates organized crime activities including, racketeering, political corruption, pornography, prostitution and auto theft rings;

**Special Operations** - provides intelligence information concerned with individual criminals, gangs or groups of criminals; and

**Special Revenue Investigation** - monitors legalized gambling activities in the state.

Table II-10 provides assignment information for the specialized criminal investigations units. As the table shows, there are 98 sworn personnel assigned to these units, including twenty-five minority persons (12 black, 13 hispanic), representing 26 percent of the total. The largest percentage (55 %) of minority persons are assigned to the Special Operations unit.

Table II-7: Demographics of Sworn Personnel in WESTERN District											
	TOT	WM	BM	HM	OM	Men	WF	BF	HF	OF	Women
HQ	2	2 100%				2 100%					
Maj. Crime	23	22 96%				22 96%	1 4%				1 4%
Traffic	12	11 92%	1 8%			12 100%					
Troop A	50	42 84%	3 6%	5 10%		50 100%					
Resident	6	6 100%				6 100%					
Troop B	37	31 84%		1 3%		32 86%	5 14%				5 14%
Resident	4	4 100%				4 100%					
Troop G	56	37 66%	3 5%	12 21%	1 2%	53 95%	2 4%	1 2%			3 5%
Troop L	42	34 81%		3 7%		37 88%	5 12%				5 12%
Resident	8	7 88%				7 88%	1 13%				1 13%
TOTAL	240	196 82%	7 3%	21 9%	1 .4%	225 94%	14 6%	1 .4%			15 6%

SOURCE: DPS Personnel (As of July 29, 1994)

Table II-8. Demographics of Sworn Personnel in CENTRAL District											
CENTRAL	TOT	WM	BM	HM	OM	Men	WF	BF	HF	OF	Women
HQ	2	1 50%	1 50%			2 100%					
Maj. Crime	28	23 82%	1 4%	1 4%		25 89%	3 11%				3 11%
Traffic	13	12 92%	1 8%			13 100%					
Troop F	48	44 92%	2 4%	1 2%		47 98%	1 2%				1 2%
Resident	13	12 92%				12 92%	1 8%				1 8%
Troop H	49	36 73%	8 16%	3 6%	1 2%	48 98%	1 2%				1 2%
Resident	1	1 100%				1 100%					
Troop I	53	43 81%	5 9%	2 4%		50 94%	3 6%				3 6%
Resident	5	5 100%				5 100%					
Troop W	15	10 67%	3 20%			13 87%	1 7%	1 7%			2 13%
TOTAL	227	187 82%	21 9%	7 3%	1 .4%	216 95%	10 4%	1 .4%			11 5%
SOURCE: DPS PERSONNEL (As of July 29, 1994)											

Table II-9. Demographics of Sworn Personnel in EASTERN District											
EASTERN	TOT	WM	BM	HM	OM	Men	WF	BF	HF	OF	Women
HQ	2	2 100%				2 100%					
Maj. Crime	27	24 89%	2 7%	1 4%		27 100%					
Traffic	11	10 91%	1 9%			11 100%					
Troop C	44	39 89%	1 2%	1 2%		41 93%	3 7%				3 7%
Resident	15	11 73%	2 13%	2 13%		15 100%					
Troop D	39	34 87%	2 5%	2 5%		38 97%	1 3%				1 3%
Resident	5	5 100%				5 100%					
Troop E	45	41 91%	2 4%			43 96%	2 4%				2 4%
Resident	12	12 100%				12 100%					
Troop K	49	39 80%	4 8%	3 6%		46 94%	3 6%				3 6%
Resident	10	10 100%				10 100%					
TOTAL	259	227 88%	14 5%	9 3%		250 97%	9 3%				9 3%
SOURCE: DPS PERSONNEL (As of July 29, 1994)											

Table II-10. Demographics of Sworn Personnel Within Criminal Investigations Bureau											
		MEN					WOMEN				
	TOT	WM	BM	HM	OM	TOT	WF	BF	HF	O F	TOT
HQ	2	2 100%				2 100%					
Narc.	33	22 67%	3 9%	5 15%		30 91%	3 9%				3 9%
SOCITF	16	12 75%	3 19%			15 94%	1 6%				1 6%
Spec. Oper.	22	9 41%	5 23%	7 32%		21 95%	1 4%				1 4%
Spec. Rev.	25	21 84%	1 4%	1 4%		23 92%	2 8%				2 8%
TOTAL	98	66 67%	12 12%	13 13%		91 93%	7 7%				7 7%
SOURCE: DPS PERSONNEL (As of July 29, 1994)											

**Sworn workforce by rank.** There are 11 ranks for state police sworn personnel (There is a separate rank for academy recruits, trooper trainee six months, who become sworn upon successful completion of the academy). Table II-11 illustrates minority and gender composition for each rank. As the table shows, the majority of sworn personnel are concentrated in the ranks of sergeant, trooper first class, and trooper. The largest number of males and females are in the trooper first class rank. The largest number of white sworn personnel are in the trooper first class, while the largest number of minority persons are in the trooper rank.

The table also shows that the higher ranks are predominately male, with only one woman in the captain rank. However, during the time of this study, the highest rank, Colonel, was occupied by a minority male. The highest rank for a white male was Lt. Colonel, the highest for a white female was captain, and the highest for a minority female, trooper first class.

TABLE II-11. Demographic Data by Rank					
CATEGORY	TOT	MALE	FEMALE	WHITE	MINORITY
Colonel	1	1 (100%)			1 (100%)
Lt. Colonel	2	2 (100%)		2 (100%)	
Major	5	5 (100%)		4 (80%)	1 (20%)
Captain	7	6 (86%)	1 (14%)	7 (100%)	
Lieutenant	28	28 (100%)		27 (96%)	1 (4%)
Master Sergeant	16	16 (100%)		14 (88%)	2 (13%)
Sergeant	130	126 (97%)	4 (3%)	113 (87%)	17 (13%)
Trp. Fst Class	374	344 (92%)	30 (8%)	331 (86%)	42 (11%)
Trooper	341	327 (96%)	14 (4%)	187 (55%)	55 (16%)
Police woman	3		3 (100%)	3 (100%)	
Trooper Trainee	1		1 (100%)	1 (100%)	
Tmce (6 mo.)	73	61 (84%)	12 (16%)	64 (88%)	9 (12%)
TOTAL	981	916 (93%)	65 (7%)	853 (87%)	128 (13%)
SOURCE: Affirmative Action Workforce Analysis (As of July 1, 1994)					

**Total state workforce comparison.** Table II-12 compares the sworn workforce of the Division of State Police to the overall state workforce in 1993 (the most recent year for which statewide figures are available). Ninety-four percent of the state police is male, as compared to 43 percent of the total state workforce. In terms of black males, the state police mirror the total state workforce experience at six percent, with a two percent higher representation of hispanic males. Black and hispanic women are underrepresented within the state police compared to the total state workforce by six and two percent respectively. White women are underrepresented within the state police compared to the total state workforce by 33 percent.

Table II-12. Total State Workforce Compared by Div. of State Police Sworn Workforce											
		Men					Women				
	TOT	W	B	H	O	Tot	W	B	H	O	Tot
Div. of the State Police (sworn)	954 (100)	779 (82)	62 (6)	52 (5)	4 ( $<1$ )	897 (94)	53 (6)	3 ( $<1$ )	0	1 ( $<1$ )	57 (6)
Statewide	47,999 (100)	19,871 (41)	2,718 (6)	1,225 (3)	563 (1)	24,377 (51)	18,564 (39)	3,549 (7)	1,115 (2)	394 (.82)	23,622 (49)
Percent Difference		(41)	(0)	(2)	( $<1$ )	(43)	(-33)	(-6)	(-2)	(0)	(-43)
SOURCE: CHRO ANNUAL REPORT 1993 and DPS Affirmative Action Report 5/31/93											

## DIVISIONS OF ADMINISTRATIVE SERVICES AND FIRE, EMERGENCY AND BUILDING SERVICES

The two other divisions within DPS are administrative services and fire, emergency and building services. Altogether, 279 persons work in the two divisions, with 20 sworn personnel working in the fire, emergency and building services division and 4 in administrative services.

**Administrative services.** The organizational chart for the division of administrative services is shown in Figure II-13. As the figure shows, the division of administrative services is managed by a director who reports directly to the commissioner. Among the responsibilities of this division are:

Personnel services - administers human resource activities including employee benefits, payroll, time and attendance;

Fiscal affairs - conducts budget preparation, federal grant administration, processing requests for goods and services;

Governmental affairs - plans, coordinates and proposes the legislative program of the department;

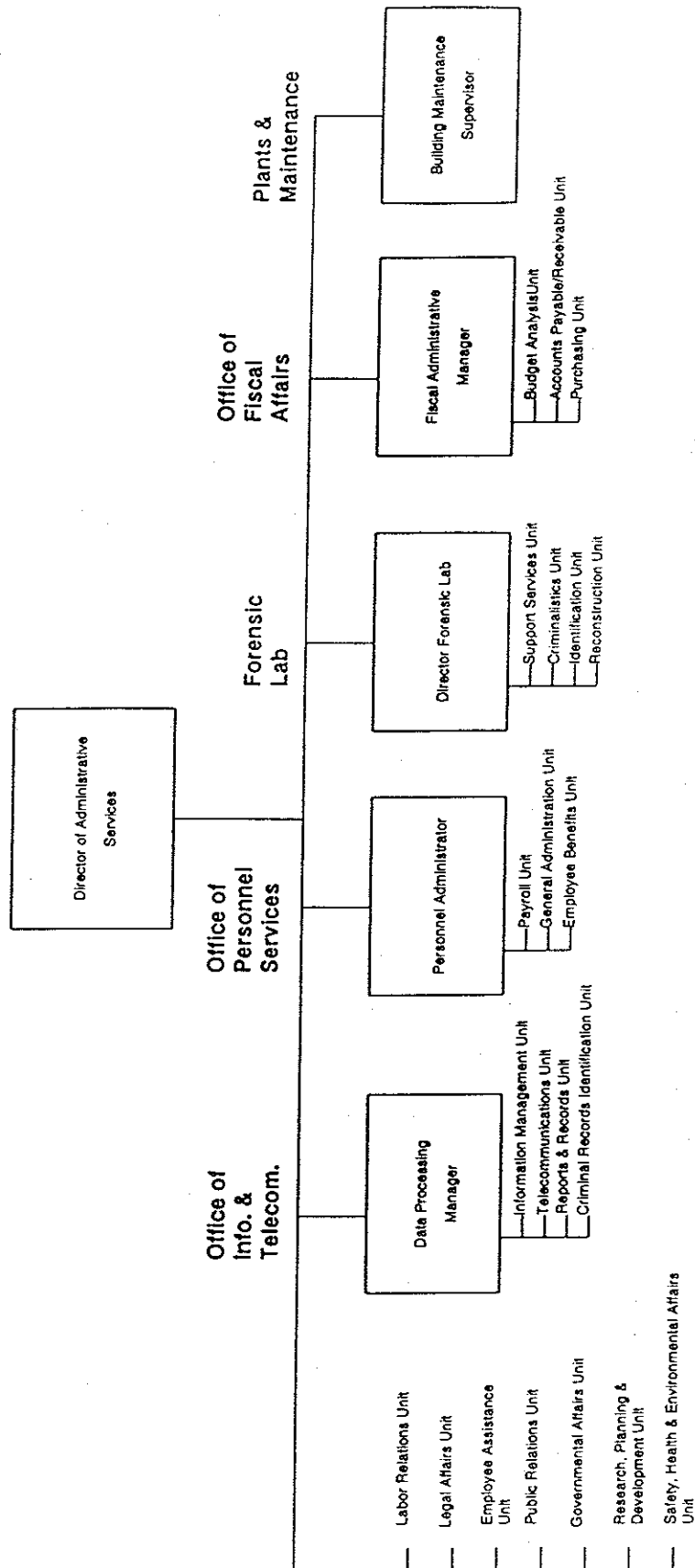
Legal affairs - is liaison with the office of Attorney General and Chief State's Attorney;

Labor relations - represents the agency in labor contract negotiations, investigates employee grievances, conducts grievance hearings, reviews internal affairs for appropriate discipline recommendation.

Employee assistance - counsels and refers employees whose personal problems adversely affect their job performance;

Figure II-13

# DPS - Division of Administrative Services





Public relations - coordinates media relations;

Information and telecommunications - provides crime statistics for the FBI and maintains computerized police information system (COLLECT); and

Forensic lab - provides forensic science services to all police departments, fire departments and other state and local agencies.

Table II-14 illustrates the race and gender figures for the division of administrative services. As the table shows, there are 153 employees in this division. This division has the largest percentage of women (57%) in the Department of Public Safety. Eighty-four percent of the division are white, 7 percent are black, 8 percent are hispanic, and 2 percent are other minorities. It employs almost exclusively nonsworn workers. Four sworn members work in this division: two are assigned to the forensic lab, one to employee assistance, and one to management.

Table II-14. Demographics of Administrative Services Personnel											
		MEN					WOMEN				
	TOT	W	B	H	O	TOT	W	B	H	O	TOT
Non Sworn %	149 97%	55 37%	4 3%	2 1%	3 2%	64 43%	69 46%	6 4%	10 7%		85 57%
Sworn %	4 3%	2 50%				2 50%	2 50%				2 50%
TOTAL %	153	57 37%	4 3%	2 1%	3 2%	66 43%	71 46%	6 4%	10 7%		87 57%
SOURCE: DPS PERSONNEL (As of July 29, 1994)											

**Fire, emergency and building services.** The primary function of this division is to adopt and implement safety codes and standards. Headed by a deputy commissioner, this division includes the offices of State Fire Marshal, State Building Inspector, and Emergency Management.

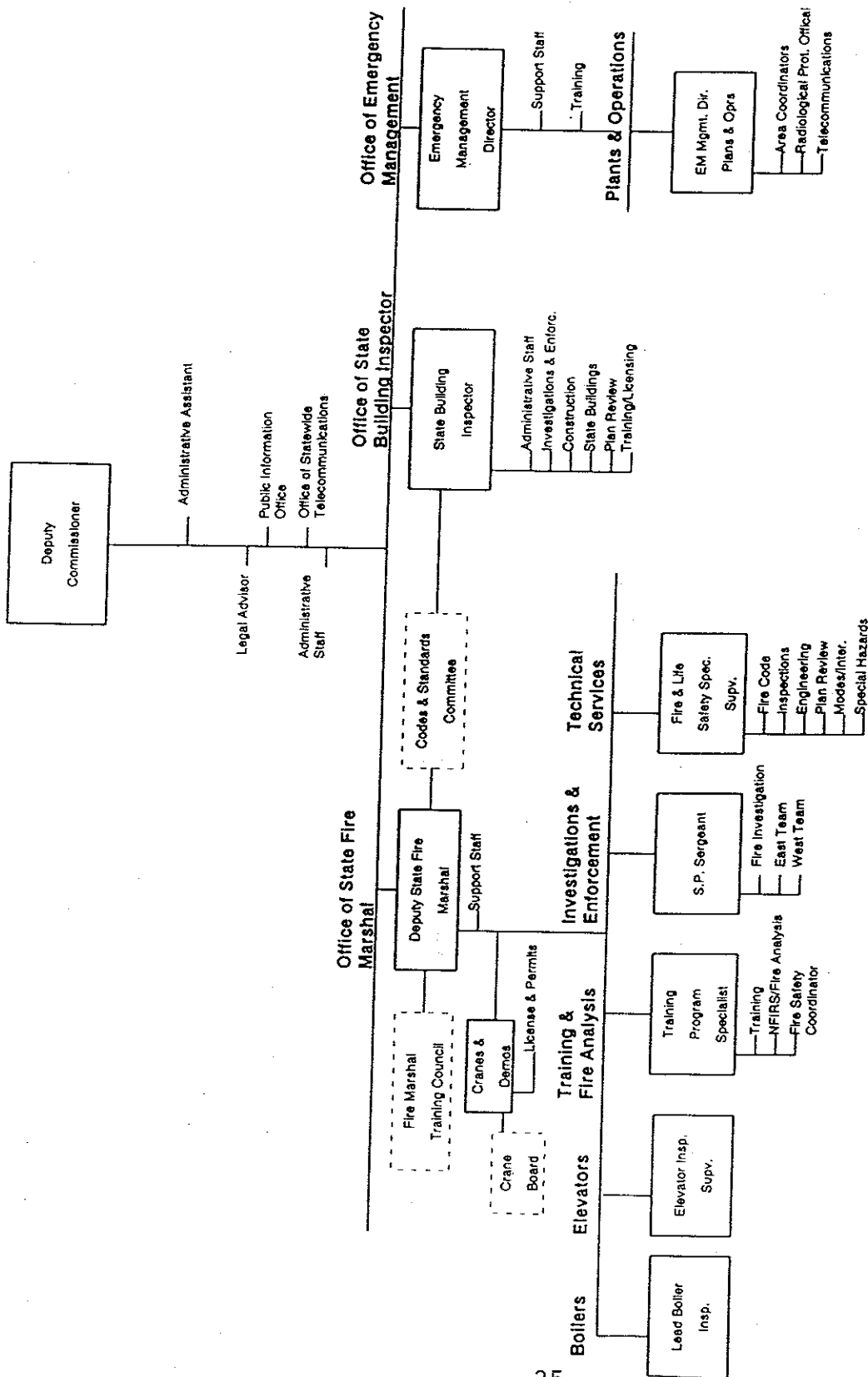
The division publishes and administers a wide variety of codes, standards, and agency regulations intended to protect the public from harmful effects of fire, explosion, mechanical failure, and structural collapse as well as providing for emergency telecommunications and emergency management. These responsibilities are accomplished through a comprehensive program of planning, investigations, inspections, enforcement, licensing, training, and technical assistance to municipal fire marshals, building officials and emergency management personnel.

Table II-15 provides a demographic picture of the division of fire and safety personnel. The division is mainly nonsworn personnel. There are twenty sworn state troopers in this division all of whom are male. Figure II-16 shows the division's organization.

Table II-15. Demographics of Division of Fire, Emergency and Building Services Personnel											
	TOT	Men					Women				
		W	B	H	O	TOT	W	B	H	O	TOT
Non Sworn %	106 84%	66 62%	1 .9%	1 .9%	1 .9%	69 65%	32 30%	2 2%	3 3%		37 35%
Sworn %	20 16%	17 85%	1 5%	2 10%		20 100%					
Total %	126	83 66%	2 2%	3 2%	1 .8%	89 71%	32 25%	2 2%	3 2%		37 29%
SOURCE: DPS PERSONNEL (As of July 29, 1994)											

FIGURE II-16

DPS-Division of Fire, Emergency & Building Service





## **CHAPTER THREE**

### **RECRUITMENT**

All sworn members of the state police are organized into ranks, with the lowest being the rank of trooper trainee six months (academy recruits) up to colonel. Entry into the ranks only occurs at the trooper trainee six month level. Every other sworn position filled above that level is filled from sworn employees already in the division, based on a combination of time served, experience, and test performance. Thus the selection process for trooper recruits, including recruitment, is the only opportunity to go outside the division for new troopers and impacts the available labor pool in the upper ranks. Because of the academy training feature that is organized to instruct one large group at a time, the trooper selection process is not one of continuous recruitment and hiring.

The Division of State Police conducts two basic types of recruitment. The first is an ongoing public relations process to develop interest in law enforcement employment. An example is state police participation in career days at high schools. The second type of recruitment focuses on encouraging individuals to take a specific trooper trainee examination. This recruitment includes advertising, on-site presentations, and distribution of applications.

#### **TROOPER RECRUITMENT ADMINISTRATION AND RESOURCES**

Currently, the state police recruitment and selections unit with the Selections and Training Bureau manages and coordinates the trooper recruiting and selection process at the department. The bureau is headed by a state police captain. The selections unit currently has two personnel, a trooper and a secretary, with one clerical vacancy.

Before 1986, recruitment was a function of the Department of Public Safety's public information office. This unit, known as Community Affairs, was headed by a major and staffed by three troopers. In September 1986, the department moved the recruitment responsibility into the Bureau of Selections and Training as a separate unit. Supervised by a lieutenant, the unit was staffed by a sergeant, two troopers, and one clerical worker. (In 1984, one of the consent decree hiring goals established was to "actively recruit minorities during the life of the decree").

To facilitate recruitment efforts, the lieutenant heading up the recruitment unit sent a teletype to all sworn personnel inviting troopers to become part-time recruiters. No specific criteria were established for recruiters and anyone interested could apply with the consent of his or her commanding officer. Twenty-six troopers (14 white males, 8 black males, 3 hispanic males, and 1 white female) volunteered and received training as a group at the academy. The recruiter training consisted of a series of speakers presenting information regarding the department's history and organization, personnel benefits, and the consent decree. The troopers

were also given a practical exercise where they were videotaped during a presentation and critiqued.

Since the first teletype was sent in October 1986, the unit has sent one additional teletype seeking recruiters in 1989. However, a formal training course was not provided. These recruiters received on-the-job training from the experienced recruiters. There is no additional reimbursement for these part-time recruiters except for overtime.

In 1991, budgetary constraints required the Department of Public Safety along with many other state agencies to reduce its workforce. More than 100 sworn troopers were laid off forcing the rearrangement of sworn assignments to maintain fully staffed patrol troops.<sup>4</sup> As a result, the recruitment unit was dissolved and the responsibility merged with the Selections Unit.

## **RECRUITMENT ACTIVITIES**

The department's stated objective is to aggressively recruit qualified candidates for the position of Trooper Trainee with an emphasis on minority members and women (Administrative & Operations Manual § 4.1.2(a)). Although recruitment is an ongoing process, efforts increase when the agency receives approval for a new class and a written exam has been scheduled by the Department of Administrative Services, the first step in the selection process.

By statute, DAS is required to give public notice of all examinations it administers. At a minimum, DAS is statutorily mandated to advertise job announcements in at least one newspaper published in each congressional district in the state. All applications to take the trooper trainee examination must be submitted to DAS. Prior to accepting applications, DAS involvement in the state police recruitment process is limited to advertising. Techniques to advertise the trooper trainee examination have included:

- paid advertisements in local and out-of-state newspapers, professional journals, radio, and television;
- public service announcements in newspapers, radio, and television;
- billboards picturing racially and gender diverse troopers; and
- large scale mailings of recruitment literature to various civic and community organizations.

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<sup>4</sup> The troopers laid off were from the most recently graduated academy class and some from the class before. All had the opportunity to return to work.

Appendix C lists organizations that are contacted and media sources used to advertise the trooper trainee examination. (Not all organizations or media sources are used all the time.) Appendix D lists various on-site recruitment locations. Outside of advertising, all decisions regarding recruitment activities are made by the commanding officer of the Selections and Training Bureau with the approval of the deputy commissioner of the Division of State Police. The involvement of the DPS affirmative action office in sworn personnel recruitment is minimal. Occasionally, affirmative action staff will accompany sworn personnel on recruitment activities.

Since 1986, the division has used several recruitment methods including:

- on-site recruitment at local and out-of-state colleges and universities;
- on-site recruitment and testing at local and out-of-state military bases and reserve centers;
- installation of a toll-free number for applicants to receive information and applications;
- presentations at job fairs, community events, and shopping malls; and
- participation in career days at various high schools.

To recruit minority applicants, the division has advertised in newspapers and radio stations with predominately minority audiences. Job announcements and recruitment literature have been sent to minority community organizations such as local chapters of the National Association for the Advancement of Colored People. Recruitment brochures, flyers, and billboards picturing minority and female troopers have been used. Minority and female sworn personnel have given interviews for magazines, radio, and television. In addition, recruitment presentations have been made at educational institutions with large numbers of minority students. Whenever possible, the department uses minority and women troopers as recruiters.

As a way to increase minority persons' interest in the Connecticut state police, in 1989 the department established a state police cadet program for high school students.<sup>5</sup> After taking four semesters of law enforcement classes with a certified state police instructor and graduating from high school, a cadet would receive a tuition-free, two year college education in law enforcement. Created by U.S. District Judge Robert C. Zampano, the pilot program was located at Wilbur Cross High School in New Haven. Of the 21 students enrolled in the program, only six attended the classes. In addition to poor attendance, problems were encountered with classroom location, scheduling, and short class time. According to the department, the program

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<sup>5</sup> The minimum age to be a member of the Connecticut State Police was 18 until 1992, when it was increased to 21.

was cancelled due to lack of cooperation from city and school officials, and in particular to the loss of monetary commitments for the college scholarships.

Table III-1 identifies the agency's recruitment efforts from 1987 through 1993, which covers the 97th through the 104th training classes. The efforts have varied from class to class, as well as the length of time between exams. The timing of an exam is initially dependent upon budgetary approval for a new class, and then upon DAS scheduling. Typically, DPS is notified three to six months in advance by DAS of an upcoming test date. According to DPS, it is difficult to conduct recruitment activities aimed at getting individuals to take an examination without a scheduled examination date. The uncertainty of the examination date was, in part, the reason that minimal recruitment efforts were made for the 104th training class. With the exception of recruitment for the 104th class, the number of presentations increase with the length of the recruitment period. The number of recruitment activities, particularly advertising, is also contingent upon the amount of funding available.



<b>Table III-1. State Police Trooper Trainee Recruitment Efforts</b>						
<b>Training Class</b>	<b>97</b>	<b>98</b>	<b>99*</b>	<b>101</b>	<b>102**</b>	<b>104</b>
<b>Recruitment Time Period<sup>1</sup></b>	10/86 to 12/86 3 mo	1/87 to 4/87 4 mo	4/87 to 4/88 1 yr	4/88 to 3/89 11 mo	3/89 to 6/90 1.3 yr	6/90 to 1/93 2.5 yr
<b>Exam Date</b>	1/87	6/87	6/88	6/89	6/90	1/93
<b>Advertisements</b>						
<b>No. of Billboards used</b>	4	4	2	0	0	0
<b>No. of Radio stations</b>	1	0	11	3	3	0
<b>No. of Television stations</b>	3	9	12	5	9	0
<b>No. of Newspapers used</b>	11	14	22	21	22	12
<b>Recruitment Locations</b>						
<b>Military/Reserves</b>	6	5	12	2	1	1
<b>High School</b>	2	13	37	35	46	8
<b>Shopping Malls</b>	1	6	6	1	0	0
<b>Job/Community Fairs</b>	14	6	30	18	19	4
<b>College/University</b>	36	40	61	36	28	5
<b>Total Locations</b>	59	70	146	92	94	18
* 99th and 100th training classes pulled from same examination. ** 102nd and 103rd training classes pulled from same examination. <sup>1</sup> The timeframe between examinations during which the presentations occurred; the timeframe within which the department has an actual exam date is typically 3-6 months before the exam. SOURCE: DPS documents						

## RECRUITMENT EXPENDITURES

Expenditures for recruitment activities are shared by DPS and DAS. The majority of the advertising expenditures including advertising in newspapers, radio, television, and professional journals are borne by DAS. The remaining recruitment expenses are paid by DPS. These expenses include any fees related to participation in job fairs, toll-free calls, mailings, overtime, or out-of-state travel. Table III-2 shows the combined expenditures for recruitment for the 97th through 104th classes. Figures for many of these recruitment activities are not routinely compiled or itemized and were not available to the committee.

Table III-2. DPS and DAS Recruitment Expenditures for State Police Trooper Trainees.						
TRAINING CLASS	97	98	99	101	102	104
<b>DPS EXPENSE</b>						
Hours Overtime	239	565	881	NA	409	NA
Mailings	NA	NA	\$2,487	\$3,366	\$5,418	NA
Toll free calls	NA	NA	NA	\$1,498	\$939	\$1,269
Job Fairs	NA	NA	NA	\$8,000	NA	\$350
Out-of-state travel	NA	NA	NA	\$2,000	NA	NA
Media	NA	NA	NA	\$3,000	\$6,380	NA
<b>DAS EXPENSE</b>						
Media	\$12,147	\$8,950	\$2,690	\$2,787	\$5,037	NA
NA means the department did not have figures available for this category. SOURCE: DPS and DAS documents						

## RECRUITMENT STANDARDS FOR ACCREDITATION

In 1988 the Connecticut State Police applied for and received accreditation from the Commission on Accreditation for Law Enforcement Agencies (CALEA). Established in 1979, CALEA is a professional association of law enforcement organizations that drafts written professional standards and approves accreditation of law enforcement agencies. According to CALEA, to attain accreditation an agency must have comprehensive written policies and procedures covering every aspect of an agency's organization, management, operations, and administration that meet the latest standards in the field of professional law enforcement.

Once accredited, an agency must demonstrate through annual reports to CALEA that it is in compliance with all applicable standards. Every three years, CALEA assigns trained assessors to conduct an on-site comprehensive examination of an agency's policies, procedures, and operations to assess compliance with the standards. This assessment includes review of written documentation as well as interviews with agency personnel. The last accreditation review for the Connecticut State Police was in 1993.

A copy of the professional standards for recruitment used for the last accreditation review is provided in Appendix E. In compliance with these standards, the department generated progress reports about its recruitment efforts for the 97th through the 102nd training classes. In addition to describing the recruiting activities, these reports noted the numbers of recruitment presentations made, toll-free calls received, and mailings of applications and information to

individual applicants and organizations. A formal progress report was not prepared for the 104th class, recruited in late 1992.

Recently, CALEA revised its professional standards and the department now operates under these new guidelines. One revision of the professional standards for recruitment eliminated the agency requirement to prepare a separate recruitment plan and regularly scheduled progress reports evaluating recruitment activities. According to the executive director of CALEA, the commission decided the agency's affirmative action plan should deal with the recruitment plan, objectives, and issues, and deleting the requirement would reduce duplication.

## RECRUITMENT OUTCOMES

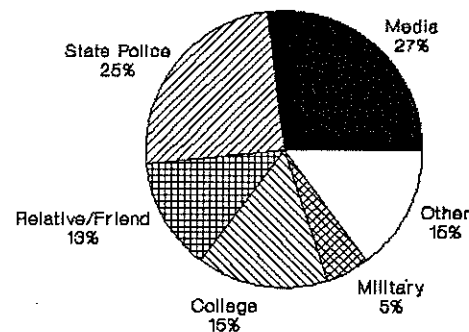
While the division has periodically recorded its recruitment activities in progress reports, the effectiveness of the individual recruitment methods has not been formally reviewed or examined. Interviews with division personnel revealed that some informal monitoring has been performed. During the late 1980s, the division attempted to evaluate aspects of its recruitment techniques. For example, applicants were tracked to determine if out-of-state recruitment was effective. According to the division, response to recruitment efforts made in distant states is low.

Applicants are now asked on the actual DAS application how they came to learn about the recruitment. This information is collected by DAS; however, it has not been summarized since the 97th class (Figure III-3). According to DAS staff, the responses have occasionally been informally reviewed for changes.

To assist in identifying and locating qualified recruits, DPS surveyed a select number of sworn personnel to develop a profile of successful trooper candidates. According to the department, the survey will help the department target recruitment efforts.

To measure recruitment outcomes, the program review committee compared recruitment activities as reported in the progress reports and the number of individuals who subsequently submitted applications and took examinations. The analysis is shown in Table III-4. As the table shows, the number of applicants has steadily increased over time while the number of recruitment activities peaked during the 99th recruitment class and has since declined. This is particularly evident in the

**FIG III-3. Applicant responses to  
How did you learn of recruitment?**



SOURCE: DAS 1987

104th recruitment period where a comparatively small number of recruitment activities were performed but the largest number of applications were submitted. This may suggest there is no direct correlation between the amount of recruitment activity and the number of applicants. Because recruitment efforts are not monitored, it is unknown whether the recruitment techniques used had on any effect on the applicant pool. However, it is likely that Connecticut's economy had some impact on the size of the applicant pool.

While the total number of applicants has steadily increased over time, the number and percentage of minority applicants has not. During the time period reviewed by the committee, the largest percentage of minority applicants was present when the number of total applicants was the smallest. In terms of women applicants, the number and percentage appear to be increasing. (It is important to note that only approximately half of the individuals who submit an application actually take the examination.)

Table III-4. Recruitment Efforts and Outcomes for State Police Troopers						
Training Class	97	98	99*	101	102*	104*
Exam Date	1/87	6/87	6/88	6/89	6/90	1/93
No. presentations made	59	70	161	100	94	18
No. mailings sent <sup>1</sup>	1,913	1,590	9,951	854**	18,683	4,711
No. calls received	NA	830***	3,622	5,150	7,709	8,883
Applications Submitted						
Number of Minority	2,842	3,133	5,506	5,674	6,054	6,214
% of Minority	1,018 (36%)	875 (28%)	1,209 (22%)	1,553 (27%)	1,386 (23%)	1,351 (22%)
Number of Women	NA	NA	NA	510 (9%)	509 (8%)	594 (10%)
% of Women						
Number & Percentage of All Applicants Taking Examination						
Number passing	1,534	1,461	2,535	2,982	3,203	3,419
Number of Minority	54%	47%	46%	53%	53%	55%
% of Minority						
Number of Women	NA	NA	NA	2,483	2,556	2,806
% of Women				504 (20%)	438 (17%)	476 (17%)
				178 (7%)	175 (7%)	230 (8%)
<p>* 99th includes 100th; 102nd includes 103rd; in 104th age requirement changed from 18 to 21.</p> <p>** Does not include individual applications mailed</p> <p>*** Tollfree just became operational</p> <p><sup>1</sup> Mailings refers to the number of individuals and organizations that have been sent recruitment literature including applications. NA means not available.</p> <p>SOURCE: DPS progress reports and Affirmative Action Plans.</p>						



## CHAPTER FOUR

### SELECTION OF STATE POLICE TROOPER RECRUITS

After recruitment, individuals go through a multi-step, lengthy selection process. The steps include: a written exam; a physical agility test; an oral exam; a polygraph exam; a background investigation; a psychological test; a medical exam; and selection by a committee made up of sworn state police personnel. The first section of this chapter describes the selection process, and the second section reviews recent process outcomes.

#### TROOPER SELECTION PROCESS

**Written exam.** The Department of Administrative Services (DAS) Personnel Services Division administers the first three phases of the state trooper selection process. A written exam is the first hurdle. The exam consists of 70 multiple choice questions and takes two hours. DAS developed the test in conjunction with the state police. The test has not changed essentially since 1982, and has been validated as racially and ethnically neutral by DAS. (DAS reviews every test result for adverse impact). DAS, which sets the passing score at 60, compiles the results and sends each test taker the results. If the person has passed the test, he or she is informed of the time and place for the next part of the selection process, the physical agility test.

**Physical agility.** The physical agility test is administered by DAS at the Groton Naval Base, assisted by state police troopers. This test was developed by the state police with the assistance of the head of the Sports and Leisure Studies Department at the University of Connecticut.

Each applicant performs the following tests: skinfold assessment; grip dynamometer; sit and reach (a flexibility measure); vertical jump; agility run; situps; pushups; and a 1.5 mile run. Up through the most recently administered test, individual performances are scored against norms differentiating between gender and age for what constitutes excellent, good, average, below average, and poor results. For example, the situp test measures how many situps an individual can do in a one-minute period. For a 30 to 39 year old male, doing 45 or more situps would be considered an excellent result. For a 30 to 39 year old female, 40 or more situps would be considered excellent.

Applicants are told at the test site whether they have passed the physical test. Successful candidates are invited to the next step, which is the oral exam, and receive scheduled appointments at that time. They are given blank fingerprint cards and a pre-background form to fill out and bring to the scheduled oral exam. (They are to go to a local police department and get fingerprinted and bring those cards with them to their oral exams.)

**Oral exam.** For the 104th class, the oral exam for the first time consisted of a video depicting four different hypothetical situations similar to what a trooper might encounter, about which an applicant is asked structured questions. Previously, hypothetical situations were read to the candidate. The exam operates under the auspices of DAS, which prepared the exam, trains the troopers who administer it, and monitors each oral test given.

In the half-hour exam, the applicant comes into a room where there are two troopers and a DAS monitor. The troopers, not in uniform, administer the exam. DAS has prepared a standardized answer sheet for the troopers to use to score the applicant's response as the test proceeds on a scale of 5 to 10; the applicant's general communication skills are also evaluated.

At the end of the video portion, the troopers ask about relevant experience that the applicant might have, and score those responses. Each trooper rates the applicant and the scores are averaged to get a final score on each candidate. Ten oral boards were working simultaneously during the most recent selection process. Each board consisted of at least one minority person or woman.

After the oral boards are completed, DAS compiles the scores and informs the individuals and the department of their scores. The raw scores are converted into deciles to mitigate board differences, from a high of 10 to a low of 1. The police only consider those scoring 5 and above for selection if one class is being selected.

After the oral exams, DAS is no longer involved in the recruit selection process. The remainder of the process falls totally under the purview of DPS. Applicants successful in the oral exams are sent letters from the state police inviting them to participate in the next step, a polygraph examination.

**Polygraph exam.** At the polygraph exam, the applicant goes over some background information with the polygraph administrator. After that, the applicant is attached to a polygraph machine, the polygrapher will ask the applicant a series of questions related to the information provided, e.g., "Were you being truthful when you said on your form you never used cocaine?" The entire polygraph exam process takes about three hours, with the time spent using the actual machine about 20 minutes.

According to state police officials, information that people provide during the polygraph test is often what causes them to be exited from the selection process. For example, someone might admit that a week after he took the written exam, he smoked marijuana. The fact that someone knowingly, in the course of attempting to become a law enforcement officer, violated the law could eliminate the person from the process.

The polygraphers report their findings in summary narratives in a booklet designed to cover several areas of interest. As the polygraph results come in, the captain in charge of the selections unit reviews the results. He divides the applicants between those who clearly had no



problems during the polygraph exam with those who identified activities not considered conducive to being a police officer or admitted lying.

He goes over these cases with the selections committee to decide what to do with them--terminate them from the process right then or carry them through the process a little longer to see if anything questionable is corroborated during the background investigation. If polygraph personnel report the impression the applicant was lying, the candidate will continue through the process with the particular area reviewed in more detail during the background check.

Applicants who fail the polygraph exam are sent letters informing them that they are out of process, with no specific reason given. If the candidate calls or writes and asks why he failed, the captain will tell him specifically. Applicants who pass the polygraph then become the subject of background investigations.

**Background investigations.** The background investigations are conducted by troopers and detectives with other fulltime duties. (Connecticut state police do the backgrounds for applicants from southwest Massachusetts, Rhode Island, and New York City; the rest of the out-of-state reviews are done by other state police forces.) There is no particular order that must be followed in a background investigation. The state police estimated that the total time needed to do an investigation was a week to a week-and-a-half. Given the other duties of the personnel and the multiple backgrounds they do, however, it may take several weeks to complete the backgrounds for an entire prospective class.

According to the state police, conducting background investigations is similar to doing criminal investigatory work. There is a standard form the investigators use; they interview neighbors and check motor vehicles records, national crime data bases, and national credit organizations, with the final step being an in-home visit where the applicant is interviewed.

The captain reviews all the background reports, and as with the polygraph results, pulls out those with which he has questions and goes over them with the selections panel. At this point, based on the background results, someone can be terminated from the process.

**Psychological exams.** Either during or after the background investigation phase is completed, a psychologist administers a battery of personality tests to the applicants and interviews them. The results are basically pass/fail, with the state police generally accepting the results in deference to the psychologist's expertise. The psychologist has access to the background reports, if they have been completed by the time he or she does the testing.

**Selection committee ranking.** After successful completion of all the forementioned phases, the candidates are ranked by a selection committee. (Appointed by the public safety commissioner, and during the study, the committee was made up of Majors Bradford and Rearick, commanding officers of the Central and Eastern Districts respectively, and Trooper First Class Russell, who is a detective in the Bureau of Special Investigations; all three have previous selection committee experience). The selection committee ranks all the applicants who

successfully complete all the testing phases. Depending on the anticipated class size, a number of candidates are made a conditional offer of employment. The offer is contingent upon a medical examination. Earlier in the process, the committee also decides which candidates to terminate from the process based on polygraph or background report results.

Each member of the selection committee individually gives a rating from 1 to 7 to each applicant, with 7 being the best score. Below is the scoring criteria.

COMPONENT	APPLICANT SCORE	POINTS AWARDED
Written Exam	60-75	.5
	76-90	1.0
	91-100	1.5
Oral Exam	4,5	.5
	6,7,8	1.0
	9,10	1.5
Polygraph/Background Investigation	Poor	.5
	Fair	1.0, 1.5
	Good	2.0, 2.5, 3.0
	Excellent	3.5, 4.0

According to the state police, the grading on the background Investigation and Polygraph is based on information contained in the reports including but not limited to the following factors:

Drug Use  
Employment History  
Motor Vehicle History  
Criminal History  
Financial Problems  
Medical History

Deviant Behavior  
Education  
Community Service  
Police/Military Service  
References  
Personal Attributes/Motivation

As the evaluation system assigns final scores to already scored testing instruments (i.e., the written and oral exams) an applicant could come before the selection committee with as low as one point and as high as three points, before the background and polygraph results are considered.

After each member has reviewed each file, the rankings are compared, and the committee discusses cases where the ratings differ by one or more points. After the files are all ranked, a certain number of applicants are selected to make offers to, depending on the anticipated academy class size.

In order to comply with the consent decree goal of a 10 percent minority sworn workforce based upon 1980 census data, and in consultation with the Office of Attorney General, for previous classes, all members of minority groups who were ranked four and above were offered academy class positions. White females ranked four and above were selected next and the remaining positions were filled with white males. For the last class, 1990 employment census data was used to determine candidate selection goals. These candidates went through medical exams as a final screen.

### **TROOPER SELECTION OUTCOMES**

This section provides selection analysis for three recent training troops: the 101st, 102nd, and the 104th, which cover the time period from June 1989 to May 1994. Because selection process data are not regularly collected, the figures used in the tables below represent the best available candidate information compiled by the department. As cautioned by the department, the data for the 101st and 102nd training troops are:

...intended to document specific events or phases of the process, rather than to serve as a comprehensive record of the entire process. Therefore, the limited information ... will probably not accurately reflect what occurred during the process.

In some instances, demographic information was unavailable. In addition, certain figures were not provided so committee staff has estimated the possible result. All committee staff estimates are underlined. Also, due to the dynamic nature of the selections process, the number of individuals entering each phase does not always correspond to the previous stage. One reason is that some individuals withdraw or do not show. In addition, some phases of the selection process overlap allowing candidates to continue through the process before the results of the previous phase has been completed. Finally, some of the numbers are very small and changes should be interpreted with caution.

**Written examination.** Table IV-1 illustrates the results of the written exam for all applicants, as well as breakdowns for white, minority, and female applicants. As the table shows, only half of all applicants actually take the examination while about 80 percent of those taking the exam pass. White applicants reflect the overall percentages while women and

minority percentages are slightly lower.<sup>6</sup> Overall, the number and percentages of applicants taking and passing the written examination has improved. This is also true for women and non-minority applicants. While the number of minority applicants has decreased, the number and percentage taking and passing the written examination has increased.

<b>Table IV-1. Selection Analysis: Written Examination</b>			
<b>TOTAL</b>	<b>101</b>	<b>102</b>	<b>104</b>
Applicants	5,674	6,054	6,214
Taking Exam	2,982 (53%)	3,203 (53%)	3,419 (55%)
Passing Exam	2,483 (83%)	2,556 (80%)	2,806 (82%)
<b>Non-minority*</b>			
Applicants	3,906	4,397	4,422
Taking Exam	2,192 (56%)	2,375 (54%)	2,538 (57%)
Passing Exam	1,934 (88%)	2,018 (85%)	2,172 (86%)
<b>Minority*</b>			
Applicants	1,553	1,386	1,351
Taking Exam	716 (46%)	631 (45%)	676 (50%)
Passing Exam	504 (70%)	438 (69%)	476 (70%)
<b>Women</b>			
Applicants	510	509	594
Taking Exam	228 (45%)	215 (42%)	282 (47%)
Passing Exam	178 (78%)	175 (81%)	230 (82%)
* Includes men and women			
SOURCE: DAS and DPS Documents			

**Physical agility test.** All applicants passing the written examination are invited to the physical agility test. Table IV-2 lists the results of the physical agility exam. During the 102nd selection process, 95 percent of invited applicants took the test, while almost 30 percent of eligible applicants either withdrew or did not show during the 104th class selection process. While most applicants tested during the 101st and 102nd class passed, essentially all (99%) the candidates in the 104th class succeeded. According to department, the federal Americans with

<sup>6</sup> The results for each written exam are reviewed by DAS for adverse impact. According to DAS analysis for the two most recent examinations, the written examination does not have an adverse impact.

Disabilities Act of 1992 required blood screening and vision testing that had been previously a part of the agility test to move to the medical examination phase at the end of the selections process. As a result, fewer individuals were screened out at this early step.

<b>Table IV-2. Selections Analysis: Physical Agility Phase</b>			
	<b>101</b>	<b>102</b>	<b>104</b>
Scheduled	2,483	1,769	2,806
Showed	1,740 (70%)	1,680 (95%)	2,038 (73%)
Passed	<u>1,377</u> (79%)	1,297 (77%)	2,023 (99%)
Failed	363 (21%)	383 (23%)	15 (.7%)
SOURCE: DPS Documents			

**Oral examination.** Table IV-3 provides information regarding the outcome of the next phase - oral examination. The vast majority of invited individuals take the oral examination. In general, the number of individuals who take and pass the oral exam have increased; however, the percentage has dropped. With the exception of white and black males, little change has occurred in the demographics of those failing the orals. The percentage of white males failing this phase has increased while a smaller percentage of black males failed.

<b>Table IV-3. Selections Analysis: Oral Examination</b>			
	<b>101</b>	<b>102</b>	<b>104</b>
Scheduled	1,280	714	2,022
Showed	1,157 (90%)	649 (91%) W 513 (79%) B 66 (10%) H 43 (7%) O 3 (.5%) Unknown 21 (3%)	1,873 (93%)
Passed	<u>959</u> (83%)	483 (74%)	<u>1,364</u> (73%)
Failed	198 (17%) WM 123 (62%) BM 35 (18%) HM 25 (13%) OM 4 (2%) WF 7 (4%) BF 2 (1%) HF 1 (.5%) Unknown 1 (.5%)	166 (26%)	509 (27%) WM 361 (71%) BM 56 (11%) HM 62 (12%) OM 3 (.6%) WF 19 (4%) BF 4 (.8%) HF 4 (.8%)
SOURCE: DPS Documents			

**Polygraph.** This is the first portion of the trooper selection process totally under the auspices of the Department of Public Safety. As part of this step, some self-reported background information is reviewed and may be cause for elimination from the selection process. Table IV-4 provides demographic information about candidates who fail the supplemental background. Although the total number of candidates failing this portion of the process has significantly decreased, the percentages of minority males who fail have increased.

Table IV-4. Selections Analysis: Supplemental Background			
	101	102	104
Failed	160 WM 137 (86%) BM 11 (7%) HM 4 (3%) OM 2 (1%) WF 6 (4%)	198 WM 169 (85%) BM 13 (7%) HM 10 (5%) OM 2 (1%) WF 4 (2%)	44 WM 32 (73%) BM 7 (16%) HM 3 (7%) WF 2 (5%)
SOURCE: DPS Documents			

Table IV-5 reports the final outcome of the polygraph phase. As the table indicates, approximately half of the individuals going through the polygraph phase fail. However, a slight improvement in the number who pass can be seen in the most recent selection process. The demographics of candidates failing the polygraph remain about the same, although the number of women failing appears to have decreased.

Table IV-5. Selections Analysis: Polygraph			
	101	102	104
Scheduled	844	911	1,126
Showed	816 (97%)	772 (85%)	1,072 (95%)
Passed	390 (48%)	<u>410</u> (53%)	608 (57%) WM 475 (78%) BM 53 (9%) HM 24 (4%) OM 2 (.3%) WF 47 (8%) BF 4 (.6%) HF 1 (.1%) OF 2 (.3%)
Failed	432 (53%) WM 338 (78%) BM 49 (11%) HM 28 (6%) OM 3 (.7%) WF 14 (3%)	362 (47%) WM 291 (80%) BM 43 (12%) HM 26 (7%) WF 1 (.2%) HF 1 (.2%)	464 (43%)
SOURCE: DPS Documents			

**Background investigations.** Background investigations follow the polygraph. Over time, the demographics of individuals going into the background investigation phase have not changed. The percentage of those failing decreased for the 102nd selection process but subsequently increased for the 104th. The percentage of white males failing has decreased while the percentage of black males and white females has increased.

<b>Table IV-6. Selections Analysis: Background</b>			
	<b>101</b>	<b>102</b>	<b>104</b>
<b>Scheduled</b>	385 WM 301 (78%) BM 36 (9%) HM 24 (6%) OM 3 (.7%) WF 21 (5%)	311 WM 259 (83%) BM 14 (5%) HM 16 (5%) WF 21 (7%) HF 1 (.3%)	608 WM 475 (78%) BM 53 (8%) HM 24 (4%) OM 2 (.3%) WF 47 (8%) BF 4 (.6%) HF 1 (.2%) OF 2 (.3%)
<b>Passed</b>	<u>331</u> (86%)	<u>296</u> (95%)	<u>523</u> (86%)
<b>Failed</b>	54 (14%)	15 (5%) WM 13 (87%) BM 1 (7%) HM 1 (7%)	85 (14%) WM 56 (66%) BM 16 (19%) HM 6 (7%) WF 5 (6%) BF 2 (2%)
SOURCE: DPS Documents			

**Psychological.** Psychological exams are administered either during or after the background investigations are conducted. The results of these examinations are presented in Table IV-7. The percentage of candidates failing the psychological exam substantially decreased. However, the demographics of those failing have not changed.

Table IV-7. Selections Analysis: Psychological			
	101	102	104
Scheduled	373	285	608
Shown	358 (96%)	271 (95%) WM 212 (78%) BM 19 (7%) HM 16 (6%) WF 23 (8%) HF 1 (.3%)	587 (97%)
Scheduled (Oral)	358	271	NA
Shown	317 (89%)	265 (98%) WM 212 (80%) BM 19 (7%) HM 10 (4%) WF 23 (9%) HF 1 (.3%)	NA
Failed	149 (47%)	88 (33%) WM 74 (84%) BM 6 (7%) HM 1 (1%) WF 7 (8%)	98 (17%) WM 80 (82%) BM 6 (6%) HM 2 (2%) WF 9 (9%) OF 1 (1%)
Passed	<u>168</u> (53%)	<u>177</u> (67%)	<u>489</u> (83%)
SOURCE: DPS Documents			

**Selection committee.** The selection committee ranks individual candidates according to the criteria described in the previous section. Depending on the class size, a certain number of ranked candidates are invited to attend medical exams. The invitations to medical exams are indicators of the results of the selection committee's work. (See Table IV-8).

**Medical exam.** Table IV-8 shows the number of individuals invited to the medical examinations has been reduced over time; however, more individuals were invited to the 101st and 102nd because the medical examinations were started before the psychological testing had been completed and screened individuals out. Nevertheless, the demographics of the individuals invited to take the medical test has stayed the same. As mentioned earlier, federal law required blood screening and vision testing to be conducted during the medical portion. As a result, the number and percentage of candidates passing has dropped.



Table IV-8. Selections Analysis: Medical			
	101	102	104
Scheduled	372	265 WM 212 (80%) BM 19 (7%) HM 10 (4%) WF 23 (7%) HF 1 (.3%)	125 WM 94 (75%) BM 11 (9%) HM 3 (2%) WF 16 (13%) BF 1 (.8%)
Showed	352 (95%)	258 (97%)	119 (95%)
Passed	345 (98%)		93 (78%)
Failed	7 (2%)	NA	26 (22%)
SOURCE: DPS Documents			

**Academy outcomes.** Table IV-9 shows the demographic breakdown for all candidates who were offered positions as a trooper trainee (six months) and those who actually graduated. While the number of graduates is smaller than the number who receive initial offers, the black and hispanic demographics hardly change.

Table IV-9. Selections Analysis: Accepted at Academy			
	101	102	104
Initial Offers	95 WM 69 (73%) BM 12 (13%) HM 9 (9%) WF 5 (5%)	92 WM 61 (66%) BM 11 (12%) HM 8 (9%) WF 11 (12%) HF 1 (1%)	80 WM 57 (71%) BM 8 (10%) HM 1 (1%) WF 13 (16%) BF 1 (1%)
Graduate	68 WM 51 (75%) BM 9 (13%) HM 5 (7%) WF 3 (4%)	74 WM 55 (74%) BM 8 (11%) HM 6 (8%) WF 5 (7%)	68 WM 49 (72%) BM 7 (10%) WF 11 (16%) BF 1 (1%)
SOURCE: DPS Documents			

**Compiled selection outcomes.** Table IV-10 shows overall selection process outcomes for various applicant groups. The table compares the number and percentage who enter the selection process to the number and percentage who are selected and graduate from the academy. The comparison is done in two ways. The percentage **adjacent** to the number is the ratio within each individual group. The percentage **directly below** is the comparison of that sub-group to the entire group. As previously mentioned, interpretation of these percentages should be made cautiously as the numbers are very small.

As the table illustrates, there has been a steady increase in total applications, based mainly on increases in the number of non-minority and women applications. The number and percentage of minority applicants has decreased over time. Since the 101st class, there is hardly any change in the total selection outcomes. Approximately three to four percent of all applicants passing the written examination receive employment offers and subsequently graduate from the academy.

As an individual group, non-minorities have had little change in the percentages taking and passing the exam. However, compared to their ratio of the total number, this group has experienced an increase in the percentage of initial offers and graduates. A similar trend is seen in female candidates. As a group, little change has occurred in the percentage of women taking and passing the exam, but compared to the total, there has been a percentage increase of initial offers and graduates.

While minorities as an individual group have also had little change in the percentage taking and passing the exam, their group ratio (adjacent) compared to their ratio of the total number (below) has slightly decreased. Unlike the other two groups, the minority numbers decrease in initial offers and graduates.

Table IV-10. Selection Process by group outcomes.			
TOTAL	101	102	104
Applicants	5,674	6,054	6,214
Taking Exam	2,982 (53 %)	3,203 (53 %)	3,419 (55 %)
Passing Exam	2,483 (83 %)	2,556 (80 %)	2,806 (82 %)
Initial Offers	95 ( 4 %)	92 ( 4 %)	80 ( 3 %)
Graduates	68 ( 3 %)	74 ( 3 %)	68 (2 %)
<b>Non-minority*</b>			
Applicants	3,906	4,397	4,422
% of Total Applicants	(69 %)	(73 %)	(71 %)
Taking Exam	2,192 (56 %)	2,375 (54 %)	2,538 (57 %)
% of Total Taking Exam	(74 %)	(74 %)	(74 %)
Passing Exam	1,934 (88 %)	2,018 (85 %)	2,172 (86 %)
% of Total Passing Exam	(78 %)	(79 %)	(77 %)
Initial Offers	74 ( 4 %)	72 ( 4 %)	70 ( 3 %)
% of Total Initial Offers	(78 %)	(78 %)	(88 %)
Graduates	54 ( 3 %)	60 ( 3 %)	60 ( 3 %)
% of Total Graduates	(79 %)	(81 %)	(88 %)
<b>Minority*</b>			
Applicants	1,553	1,386	1,351
% of Total Applicants	(27 %)	(23 %)	(22 %)
Taking Exam	716 (46 %)	631 (45 %)	676 (50 %)
% of Total Taking Exam	(24 %)	(20 %)	(20 %)
Passing Exam	504 (70 %)	438 (69 %)	476 (70 %)
% of Total Passing Exam	(20 %)	(17 %)	(17 %)
Initial Offers	21 ( 4 %)	20 ( 5 %)	10 ( 2 %)
% of Total Initial Offers	(22 %)	(22 %)	(13 %)
Graduates	14 ( 3 %)	14 ( 3 %)	8 ( 2 %)
% of Total Graduates	(21 %)	(19 %)	(12 %)
<b>Women</b>			
Applicants	510	509	594
% of Total Applicants	(9 %)	( 8 %)	(10 %)
Taking Exam	228 (45 %)	215 (42 %)	282 (47 %)
% of Total Taking Exam	( 8 %)	( 7 %)	( 8 %)
Passing Exam	178 (78 %)	175 (81 %)	230 (82 %)
% of Total Passing Exam	( 7 %)	( 7 %)	( 8 %)
Initial Offers	5 ( 3 %)	12 ( 7 %)	14 ( 6 %)
% of Total Initial Offers	( 5 %)	(13 %)	(18 %)
Graduates	3 ( 2 %)	5 ( 3 %)	12 ( 5 %)
% of Total Graduates	( 4 %)	( 7 %)	(18 %)
* Includes men and women			
SOURCE: DAS and DPS documents			



## CHAPTER FIVE

### SPECIAL UNIT ASSIGNMENTS AND PROMOTIONS

Once a trooper has completed basic training, generally, there are two avenues for career movement within the state police structure. One is the promotional system, which is intertwined with the state civil service system of testing and ranking. Through this system, one may move through the ranks from trooper through sergeant, master sergeant, lieutenant, and on up.

The other avenue consists of field troop transfers and special unit assignments. Field troop transfers occur totally at the discretion of state police management based on manpower needs, involve assignments to the 12 field troops scattered across the state, and are considered patrol positions. In contrast, for most special unit assignments, there is a selection process in which anyone may participate.

#### SPECIAL UNIT ASSIGNMENTS

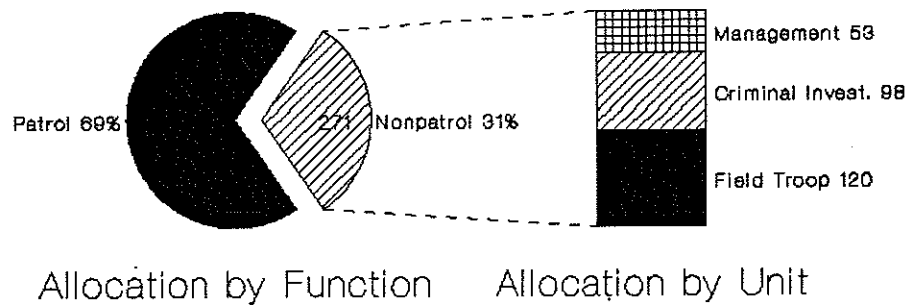
Special unit assignments, considered to be non-patrol positions, include the headquarters, traffic, and major crime units within each field district, the subject matter investigating units in the Bureau of Criminal Investigations, and management-type positions that support the division, such as the state police training academy, the polygraph unit, and sworn members of the commissioner's staff. Figure IV-1 illustrates the sworn personnel allocations for the various types of state police functions. The non-patrol component is 31 percent.

**Consent decree.** Special unit (non-patrol) assignments were the subject of one of the consent orders in the 1980s. The October 1984 order established as a goal that, beginning January 24, 1985, the percentage of minorities in permanent special assignments, compared to all persons in permanent special assignments, be no less than the percentage of minorities among all the sworn members of the department (excluding trainees and probationary troopers). According to the court, this was to "remedy any prior exclusion of minorities in assignments to specialized units, without displacing any non-minorities."

The order further required that:

- the state police maintain a system so that all sworn personnel have equal access to each unit of special assignments regardless of race or national origin; and
- all permanent special assignments be filled after teletype notice to all department members.

**Fig.1 Allocation by Function and Unit**  
**N= Sworn 877**



**SOURCE: DPS Personnel**

**State police compliance.** For four years after the consent decree was entered, the department through the office of the attorney general submitted reports to the court regarding compliance with the order. In 1991 and 1992 correspondence to the court, the office of the attorney general noted "the percentage [of special assignments] has been very close to that required by the order or within one or two persons."

Nonetheless, a motion for contempt was filed with Judge Zampano in 1991 claiming the agency was violating part of the order requiring teletype notices for all state police special unit openings. Apparently teletypes for positions in the governor's security unit were not advertised as required, because these assignments were made via legislation (Public Act 90-337). The court found there had been a violation of the order, though not intentional or in bad faith, and instructed the department to notify sworn personnel about all special assignment openings.

Further, since March 1991, state police managers have been required to send lists of applicants for selection to specialized units to the affirmative action office within 10 days of the position closing date. In 1992, the managers were informed they should notify the affirmative action office when interviews were being conducted to fill specialized unit positions, so that someone from that office could sit in on the interviews.

As of 7/29/94, out of a total of 276 sworn personnel in permanent special unit assignments, 13.4 percent (37 individuals) were minority persons. At present, the goal of the consent decree is being met.

When there is an opening at one of the special units, the unit management drafts and sends a teletype notifying the entire division of the openings and explaining the criteria for selection. The number of applicants varies by position. For some of the Bureau of Special Investigations units, anywhere from 5 to 88 persons may apply, with the Narcotics Task Force one of the biggest draws. The field criminal investigation units typically draw from 10 to 25 applicants.

The teletypes are similar. They all state there is or there is anticipated to be an opening somewhere for a certain rank. Typically, the type will state that anyone interested should send a certain state police form along with a resume to the commanding officer of the unit seeking applicants. The type then sets out the criteria upon which the selections will be based. There are about 14 common criteria to all types. These are:

1. Commanding Officers Recommendation
2. Operational needs of the Department and Section
3. Prior experience, Education and Training
4. Current Evaluation of Satisfactory or Better
5. Efficiency
6. Disciplinary History within the past 24 months
7. Care and Maintenance of Department Equipment
8. Ability to Work with Little or No Supervision
9. Written and Verbal Communications Skill
10. Use of Sick Leave
11. Willingness to Work Flexible Hours and Shifts as the Section's Needs Require
13. Availability for 24 hour on call status
14. Geographic Considerations

For some assignments there are additional criteria. Also, in at least the case of the disciplinary history criterion, the time lookback periods vary from no limit, to within 3, 24, or 36 months. Each type states that the criteria are not necessarily in order of importance or weight, and that interviews may be conducted.

There is another factor in the selection process. According to the state police collective bargaining agreement, if management sees all factors relatively equal among applicants, then seniority will rule for selection purposes.

Even though there are multiple criteria listed, in reality, the types do not provide much guidance on what the selection will actually be based. Further, the selection process varies.

Some units conduct interviews, some use writing-type tests, while others base decisions on resumes.

As mentioned earlier, the general guideline is that when interviews are conducted, department affirmative action personnel may sit in. However, when interviews are not routinely conducted by all managers, affirmative action office involvement is sporadic. The applicant flow analyses might provide accountability, but they are not consistently prepared and come after the fact.

## PROMOTIONS

The committee reviewed promotion records for sergeants based on the last two tests. Currently, the sergeant's test is 100% oral, developed by DAS in conjunction with DPS. Tables IV-2 and IV-3 displays the results of the exams in demographic terms.

Table IV-2: State Police Sergeant Test Given in May 1988							
	Total	WM	BM	HM	OM	WF	BF
Tested	247	202 (82)	13 (5)	4 (2)	0	9 (4)	0
Passed	230 (93)	186 (81)	12 (5)	4 (2)	0	9 (4)	0
Promoted	40 (17)	32 (80)	5 (13)	1 (3)	1 (3)	1 (3)	0
Source: DAS Examination Lists (list in existence from 7/27/88 to 7/26/91)							

Table IV-3: State Police Sergeant Test Given in June 1991							
	Total	WM	BM	HM	OM	WF	BF
Tested	194	116 (60)	14 (7)	10 (5)	4 (2)	13 (7)	0
Passed	162 (84)	101 (62)	11 (79)	5 (3)	4 <1	13 (8)	0
Promoted	66 (34)	55 (83)	3 (5)	3 (5)	2 (3)	3 (5)	0
Source: DAS Examination Lists (list in existence from 8/14/91 to 7/26/94)							

**Consent decree.** One of the consent decrees dealt with promotions to sergeants. After some specific promotions from the 1985 sergeant's list, the order set a goal of promoting one qualified minority for every 10 sergeant promotions made. From the May 1988 test, 40 people were promoted over a three year period. In that period, a few people were promoted out of



## CHAPTER SIX

### ATTRITION

Job termination is an aspect of the overall employment process, and so the committee reviewed the attrition experience within the state police. Attrition is the reduction of personnel through means such as resignation, retirement or discharge. This chapter contains attrition information relating to recruits and sworn personnel. Although recruits are DPS employees, they are not sworn personnel until graduation from the training academy. There are two termination methods for recruits: voluntary and involuntary. For all other employees, the Department of Public Safety uses the following general types of separations:

*Service retirement* - voluntary retirement of an employee who has met eligibility requirements;

*Disability retirement* - applies to any member whose disability permanently prevents the employee from continuing to render the service for which he or she is employed;

*Durational position expired* - former employees (usually retired) who return for special projects;

*Discharge* - involuntary termination;

*Resignation in good standing* - a voluntary resignation that allows the employee to withdraw his resignation within one year and be placed on a reemployment list;

*Resignation not in good standing* - a determination made by the commissioner that an employee's voluntary resignation has been accepted and is not to be re-employed;

*Outside agency transfer* - individuals who voluntarily seek employment within another state agency (the distinction between resignation and transfer is uninterrupted status as state employee);

*Layoff* - suspension and dismissal of employee; and

*Deceased* - death of employee.

## ATTRITION AMONG RECRUITS

Recruits who voluntarily resign from the academy are asked to attend an exit interview. The interview is conducted by two members of the academy staff to determine the recruit's reasons for resignation. A copy of the exit interview is provided in Appendix F. Committee staff reviewed records from 29 exit interviews held since 1990. The results of the review are presented in Table VI-1.

Table VI-1. Recruit Exit Interviews 1990-1994.				
	WHITE	MINORITY	WOMEN	TOTAL
<b>Training Completed:</b>				
Less than 3 days	8		3	8
1-2 weeks	4	2		6
3-4 weeks	5	1		6
5-6 weeks	2	1	1	3
More than 6 weeks	2	4		6
<b>Primary Reason for leaving:</b>				
Career Choice	8		1	8
Adjustment	2		1	2
Physical Fitness	1		1	1
Academics		2	1	2
Other (Personal & Family)	10	6		16
<b>Total</b>	<b>21</b>	<b>8</b>	<b>4</b>	<b>29</b>
SOURCE: LPRI&C analysis				

The committee analysis indicates that the majority of recruits who leave before graduation leave during the first few weeks of training, with almost all of the women leaving within the first few days. Overall, personal and family problems were the most common reason cited for leaving. Career choice was the second. While all indicated some aspect of training that they liked and disliked, only two stated that the training program should be changed.

Any recruit failing to meet conduct or academic standards will be brought before a recruit termination board for involuntary termination proceedings. The academy's commanding officer presents the situation to the board for review and resolution. The selection committee members also serve as the termination board. The termination board has not been convened in recent years.

**Recruit retention programs.** In addition to regularly assigned advisors, the department has established two programs aimed at retaining recruits at the academy. The *Lifeguard* program was created in 1989 to allow recruits to confidentially discuss any concerns that might impact or interfere with training. Recruits are notified of the program during their orientation period. The program officer, an academy staff member, is not involved in recruit training and is available at any time. The program officer estimates he sees about seven recruits from each trainee class. Most visits occur during the first two weeks of training and the most common issue discussed is adjustment to academy life.

Implemented during the 102nd training class, the *Mentor* program was developed by the department for women and minority recruits. During the early phases of recruit training, the academy's commanding officer matches all minority and female recruits with active sworn troopers with similar backgrounds. The purpose is to provide women and minority recruits an opportunity to discuss issues with a similar individual who has already gone through the academy. Mentors are volunteers and may discuss any issue with recruits except give instruction in training areas. Participation in either the Lifeguard or Mentor program is voluntary.

#### **ATTRITION AMONG SWORN PERSONNEL**

The committee reviewed five years of employment data to examine attrition rates of sworn personnel. The attrition rates are presented by minority and gender status in Table VI-3. Overall, the vast majority of employees leaving during the last five years have been white, generally reflecting the sworn workforce breakdown. The two individuals whose resignations were deemed not in good standing were non-minorities.

The largest number of non-minority employees appear in the service retirement category. The largest number of minority employees are found in the layoffs. However, as previously mentioned, these employees were subsequently rehired. Although the number and ratio of women in each separation category is generally smaller than minority employees, their number and ratio is similar in the category of resignation in good standing. Two out of the three individuals transferring to another agency were women.

Table VI-3. Attrition Rates by Race and Gender FY90-95. <sup>1</sup>				
Reason	TOTAL	WHITE	MINORITY	WOMEN
Service Retire.	205	197 (96%)	8 (4%)	2 (1%)
Discharge	7	4 (57%)	3 (43%)	
Disability	19	17 (89%)	2 (11%)	1 (5%)
Resign. Good	27	24 (89%)	3 (11%)	4 (15%)
Resign. not Good	2	2 (100%)		
Durational Position	6	5 (83%)	1 (17%)	
Agency Transfer	3	3 (85%)		2 (67%)
Layoffs	111	94 (85%)	17 (15%)	3 (3%)
Deceased	3	3 (100%)		
<b>Total Separations</b>	<b>383</b>	<b>349 (92%)</b>	<b>34 (9%)</b>	<b>12 (3%)</b>
SOURCE: DPS Personnel <sup>1</sup> Does not include recruits.				

**Effects of attrition on workforce.** To determine the effect of attrition on the workforce, the demographics of the workforce were reviewed at the time the separations occurred. (The workforce demographics are based upon data reported in the annual affirmative action plan and do not include recruit information.) Table VI-8 presents the effect of attrition on the workforce over time. In general, the number and percentage of total separations for all groups, except minorities, has increased since 1990. The 1991 layoffs had the biggest effect on the workforce, in particular, minorities. However, as previously indicated, these individuals were rehired. Although the number and percentages are very small, the attrition rates for women appears to be shadowing the minority attrition rate. Appendix G provides demographic attrition trends by type of separation.

Table VI-8. Comparison of workforce and attrition rates. <sup>1</sup>				
	TOTAL	WHITE	MINORITY	WOMEN
Workforce as of 5/31/90	998	891	107	53
Total Separations %	53 (5%)	49 (5%)	4 (4%)	1 (2%)
Workforce as of 5/31/91	1017	902	115	54
Separations w/o layoffs %	113 (11%)	109 (12%)	4 (3%)	2 (4%)
Layoffs %	111 (11%)	94 (10%)	17 (15%)	3 (6%)
Total Separations %	224 (22%)	203 (22%)	21 (18%)	5 (9%)
Workforce as of 5/31/92	904	794	110	53
Total Separations %	37 (4%)	32 (4%)	5 (5%)	3 (6%)
Workforce as of 5/31/93	954	832	122	57
Total Separations %	68 (7%)	64 (8%)	4 (3%)	3 (5%)
SOURCE: DPS Personnel <sup>1</sup> Does not include recruits.				

**Length of Service.** Table VI-9 contains certain attrition information by length of service. This analysis does not include service retirements, disability, durational position, layoffs or deceased. These categories were not examined because contractual time or physical condition limited employment. As the table shows, most separations occur with less than 10 years of service. Excluding discharges and resignations not in good standing, the length of service for non-minorities is more or less evenly spread over time. On the other hand, the length of service for women at time of separation tends to be longer than that of minority individuals.

<b>Table VI-9. Attrition by Length of Service.</b>				
<b>Separation</b>	<b>&lt; than 3 years</b>	<b>3-6 yrs.</b>	<b>7-10 yrs.</b>	<b>&gt; than 10 years</b>
Resign. Not Good		1		1
Discharge		5	1	1
Resign. Good	9	8	9	1
Transfer	1			2
<b>TOTAL</b>	<b>10</b>	<b>14</b>	<b>10</b>	<b>5</b>
Minority	2	4	1	
Women		2	2	2
Non-minority	8	10	9	5
<b>SOURCE: DPS Personnel Records</b>				



## CHAPTER SEVEN

### FINDINGS AND RECOMMENDATIONS

This program review study reviewed the impact of DPS policies, procedures, and operations on hiring and other employment functions related to persons who are members of underutilized protected classes, mainly minority persons and women. Broadly, there are two ways of measuring impact: 1) Review workforce data; or 2) review discrete employment activity outcomes. Hampering both types of inquiry within the state police was that relevant data was either not collected at all, or was collected but not examined.

#### GENERAL ASSESSMENT

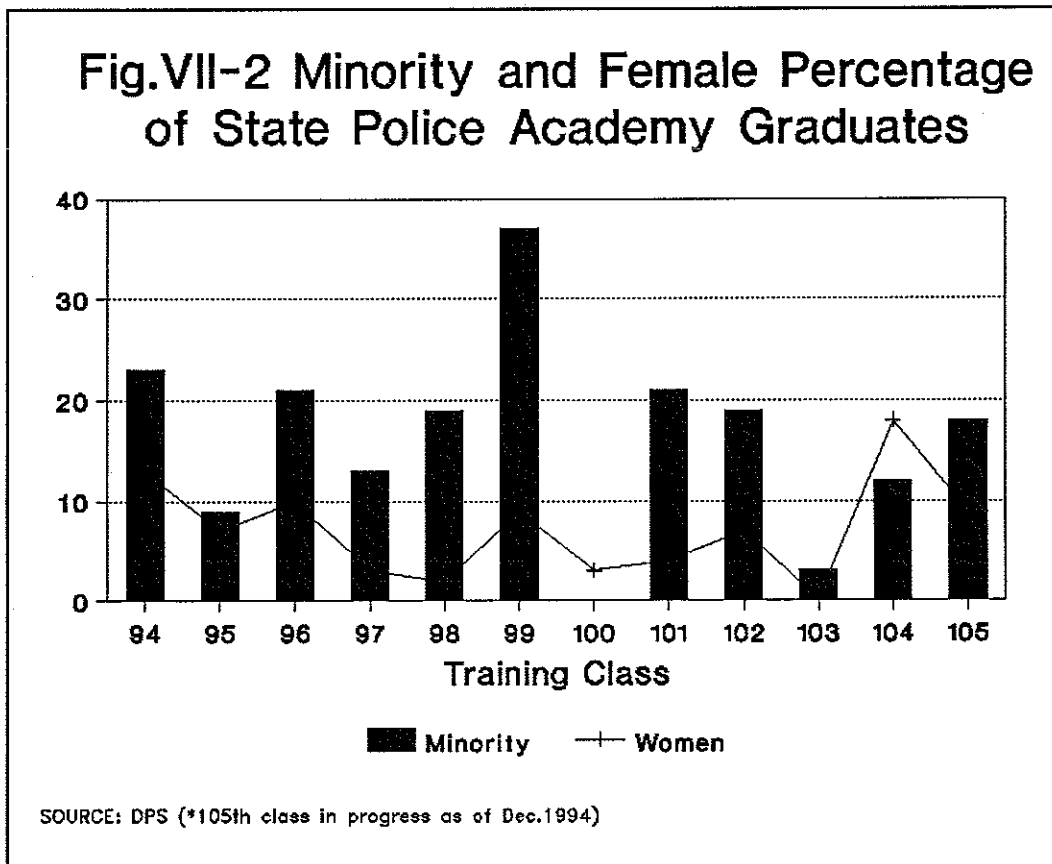
**Workforce data.** Table VII-1 shows that by May 1990, 10.2 percent of the overall sworn workforce was made up of minority members, up from the 3.8 percent figure in 1982. This fulfilled the original intent of the 1984 federal consent order, which called for a goal of 10% to reflect 1980 state population data. As of May 1994, the minority percentage was 12.4 percent, as compared to the 13.6 percent workforce figure based on 1990 census data.

Appendix H contains tables showing six-year workforce trends by the various sworn ranks: trooper, trooper first class, sergeant, master sergeant, and lieutenant. As with Table VII-1, the final column in each table contains the percentage of each rank that are minority personnel under the consent decree definition. Although the consent decree did not address workforce representation by rank, this measure shows the effect of time on representation throughout the ranks.

Finally, the consent decree emphasized the goal of increasing the numbers of minority recruits at the state police training academy, to remedy the overall workforce underrepresentation as quickly as possible. Figure VII-2 shows the percentages of minority and women recruits who graduated from each class. All together, the division has increased in diversity in the last several years.

Table VII-1. Total Sworn Workforce Trends: 1987-1994 (Original Consent Decree Goal was for 10 percent minority representation -- actual minority representation percentage in far right column)												Minority %
	TOT	WM	BM	HM	OM	Men	WF	BF	HF	OF	Women	
11/30/87	995 100%	867 87%	43 4%	33 3%	0	947 95%	46 5%	2 <1%	0	0	48 5%	7.8 %
5/31/89	1052 100%	907 86%	49 5%	39 4%	4 <1	999 95%	50 5%	3 <1	0	0	53 5%	8.6 %
5/31/90	998 100%	842 84%	54 5%	45 5%	4 <1%	945 95%	49 5%	3 <1	0	1 <1	53 5%	10.2 %
5/31/91	1017 100%	852 84%	60 6%	46 5%	5 <1	963 95%	50 5%	3 <1	0	1 <1	50 5%	10.7 %
5/31/92	902 100%	745 82%	57 6%	46 5%	3 <1%	852 94%	49 5%	3 <1%	0	1 <1	53 6%	11.7%
5/31/93	954 100%	779 82%	62 6%	52 5%	4 <1	897 94%	53 6%	3 <1	0	1 <1	57 6%	12.2%
5/31/94	934 100%	765 82%	61 7%	52 6%	3 <1	881 94%	49 5%	3 <1	0	1 <1	67 7%	12.4%

Source: DPS Affirmative Action Plans (these numbers do not include members of any academy class that were in progress as of the data date. Recruits do not become sworn members of the state police until graduation.





**Employment function operations.** Another way to assess the status of women and minority persons within the state police is to review the operations of discrete employment functions, which the program review committee did in selected areas. These operations are discussed in earlier chapters and in some cases are the subject of recommendations made in this chapter. There are, however, unique characteristics of the state police employment structure that inform all employment activity, as well as the tools in place to monitor these activities for bias.

First, the only point of entry from outside the state police is at the recruit level -- every other sworn personnel placement decision made after the recruit level is from an internal pool of candidates. Thus initial recruitment and selection efforts are vital to efforts to achieve a representative workforce.

Second, underlying the rank structure tied to the state's civil service system is a system of workforce allocation that includes many specialized and desirable positions. Special unit assignments comprise almost one-third of the sworn personnel positions. The selection system developed for these positions varies throughout the division; these variations raise questions about its objectivity.

Third, (perhaps not so unique except that it is all internal) promotions and assignments are very competitive. Based on 5/31/94 figures, there is 1 sergeant position available for every 3 to 5 troopers and troopers first class. For some of the special unit assignments, as many as 45 persons apply for one opening.

Finally, the existence of the consent decrees casts a unique light over state police employment operations. Because of the decrees, the Department of Public Safety has two separate tracks for monitoring equal employment opportunity, the goal of affirmative action -- one for the state police and one for the rest of the agency. Further, the state police structure has quirks not captured by the requirements of current affirmative action plan regulations. As a result, the meaningfulness and usefulness of the affirmative action plan, the mechanism state lawmakers established to ensure equal employment efforts for the state's own workforce, is compromised.

Examples of the mixed state of equal employment opportunity monitoring at the state police are:

- When the state police recently sought current census data for minority persons to guide its 104th class selection process, it did not ask the department's affirmative action office for assistance, even though identifying appropriate labor pools is a central activity of that office for plan preparation. The state police instead obtained data from the state labor department. And the data used

by the state police were general population data, not a weighted combination of employed and unemployed persons that the affirmative action office uses when it establishes goals for the recruits. (the different databases did not lead to significantly different results, but highlights the disconnection between the division of state police and the department's affirmative action office);

- The consent decree focuses on minority representation, while the affirmative action plan focuses on all underrepresented groups, including women;
- Although special unit assignments comprise 31 percent of the sworn workforce, neither demographic data on nor any evaluation of that slice of the workforce are included in the affirmative action plan, because the Commission on Human Rights and Opportunities plan regulations do not call for that detail;
- Pursuant to CHRO regulations, the process used in the affirmative action plan to evaluate representation and set goals is meaningless for the sworn positions because of the unrealistic availability pools used in the plan;
- The constraints of the reporting time period for the affirmative action plan effectively eliminate meaningful reporting on recruit hiring goals, because the selection process overlaps affirmative action reporting periods; and
- The last eight affirmative action plans reported that the federal court and DAS validated the recruit selection process, and so provide no detailed information in the plan about the outcomes of the process. This is not a totally accurate statement because validation is a constant process, and, unlike each written exam, whose results DAS does review, there is no impact review of the polygraph, background, psychological or medical parts of the selection process.

Coordinated and consolidated evaluating and reporting on employment areas in ways meaningful to the state police are critical to the success, perceived and actual, of equal employment opportunity efforts within the ranks of the state police. Therefore, the program review committee recommends:

**The Department of Public Safety shall produce a separate affirmative action plan pertaining only to sworn members of the state police, and adjustments**

and additions shall be made so that the plan provides meaningful guidance and measurements, including but not limited to the following:

- special unit assignment information, including data on applicants, selection process results, and a review of the process for any barriers to representation;
- utilization analyses based on realistic internal availability data, so that accurate utilization data are available for goal setting;
- detailed reporting and analysis of the trooper trainee recruitment and selection process, with outcomes broken out by each phase;
- detailed reporting of training opportunities sought and received; and
- reports specifically geared toward consent decree compliance.

The report shall be prepared annually and submitted to the Joint Committee on Public Safety of the Connecticut General Assembly on September 30 of each year.

The recommendation is not intended to affect whatever DPS submits to CHRO as its affirmative action plan under state statute. This separate document, which obviously will have a lot of similarities to the plan already submitted to CHRO, will provide more useful information for DPS. For example, one result from increased reporting in more extensive areas may be a heightened awareness of a need for supervisor training in managing a diverse workforce.

## **RECRUITMENT**

Since 1986 recruitment has changed substantially in terms of organization and resources. Although the department's basic methods of recruitment have remained the same, recruitment activities have been affected by the uncertainty of resources and scheduling of examinations. Despite the fluctuation in recruitment activities, there has been a steady increase in applications. Committee analysis suggests there is little correlation between the number of recruitment activities and the number of applicants. The analysis also demonstrates the number and percentage of minorities have not followed the overall growth of applicants. However, the percentage and number of women applicants has slightly increased. While one reason for the differences may be that law enforcement is a career choice that is subject to individual/gender/cultural preference, another may be ineffective recruitment techniques.

The department uses the same recruitment methods for all groups of individuals; however, their effectiveness has not been formally or consistently documented. Without monitoring outcomes, it is impossible to determine which methods have proven successful for recruitment and whether different techniques should be employed for various groups. In addition, there is no itemized budget for recruitment activities and no documentation of funding requested and expended. Therefore, the agency cannot determine whether funds used for recruitment activities are wisely invested. Furthermore, the department's affirmative action plan recognizes the problems of underrepresentation of certain groups in the trooper entry level and sets hiring goals to correct the problem; however, the department does not have a formal written recruitment strategy or plan with objectives aimed at addressing these problems.

**Therefore, the program review committee recommends that an annual written comprehensive recruitment plan be prepared, as part of the state police affirmative action plan recommendation above. At a minimum this plan shall include:**

- **the agency's recruitment needs and objectives stated in quantitative form;**
- **detailed strategies and activities selected to achieve objectives;**
- **key activity timetables;**
- **an itemized recruitment budget;**
- **quarterly evaluation of recruitment activities, outcome measures and cost-effectiveness; and**
- **discussion of failures and possible solutions or alternatives.**

A comprehensive recruitment plan will focus the department on an organized and effective search for well-qualified applicants. The recruitment process should be based on specific goals and measurable objectives that are evaluated annually. As a precursor to the selections process, recruitment is an important key to equal employment opportunity success. Periodic evaluation of activities is crucial and necessary to establish successful programs. As noted earlier, the Commission on Accreditation for Law Enforcement Agencies (CALEA) indicates this type of monitoring should be performed in law enforcement agencies through its affirmative action plan.

## **SELECTION PROCESS**

The purpose of the selection process is to identify individuals who best possess the skills, knowledge, and abilities necessary to be a state police trooper. Each phase of the selections process should be directly job-related. If not, the agency may be selecting and rejecting the wrong candidates. Although the first three phases of the selections process are monitored by

the DAS Psychometric unit, the remaining phases are not. The inconsistent tracking of candidates through the selection process limits the evaluation of each phase.

Program review analysis of the selection process indicates that an equal percentage of all applicant groups entering the selection process are subsequently offered positions and graduate from the academy. This outcome could suggest the selection process as a whole is nondiscriminatory.

The composition of each class is determined by the selection committee's ranking of individual applicants. An applicant's final rank is a composite score of points awarded for the written and oral exam and polygraph/background investigation. Points awarded for the written and oral tests are strictly based upon the applicant's scores on each exam. Higher examination scores are awarded more points. Points given for the polygraph/background investigation are more subjective and based upon an overall rating of excellent, good, fair, and poor.

All candidates receiving a final rank of four and above are considered qualified. In order to meet the consent decree's hiring goals, all qualified minorities and women are selected first and the remaining positions are filled with white males. In a few instances, the department has selected a qualified but lower ranked candidate over another qualified higher ranked individual.<sup>7</sup> The committee finds the need to adjust ranks or skip candidates may indicate that either some phase of the selections process is causing minority and women candidates to be ranked lower or recruitment efforts are not reaching the same types of candidates, or a combination of both.

Exactly where any point difference occurs is not known because demographic information for each phase is not compiled nor tracked. As a result, it is difficult to determine if and where candidates are scoring lower. **Therefore, the committee recommends that DPS develop a selections manual describing each component of the selection process, its relation to job performance, and the guidelines used to administer and score each phase. In addition, DPS in conjunction with DAS, should routinely document demographic outcomes and periodically evaluate each selection phase for job-relatedness and adverse impact. These results shall be included in the state police affirmative action plan recommended above.**

The issue of demographic fairness was reviewed by DPS in 1993 at the request of former Commissioner Cioffi. The report concluded that the testing methods were fair but acknowledged the need for ongoing evaluation. Program review committee analysis supports this conclusion. Elements of a selection process may become obsolete or have new effects over time due to changes in the applicant pool and nature of police work. Monitoring this information will be helpful to periodically assess the selections process, focus the recruitment efforts, and eliminate the need to "skip" candidates.

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<sup>7</sup> These rank differences are measured in tenths of a point; it is unclear that the ranking process is so precise that the differences are meaningful.

## ATTRITION

Since 1990, the attrition experience for women, minority, and non-minority groups in the sworn workforce has been diverse. The attrition rate for the non-minority workforce has fluctuated between 4 and 12 percent while the minority workforce has had a relatively consistent attrition rate of approximately 4 percent each year. On the other hand, the attrition rate for women appears to be increasing over time (2% in 1990 to 5% in 1993).

Since 1990, DPS has lost four sworn minority persons each year resulting in a relatively consistent attrition rate. On the other hand, the attrition rate for women and non-minorities appears to be slightly increasing over time. In particular, the attrition rate for women seems to be following the minority attrition rate.

To determine the reasons behind these attrition rates, committee staff reviewed a small number of official personnel files. Although some of the files provided a stated reason for departure, others did not. Occasionally, the files indicated that an informal exit interview was conducted but even those provided little insight. **Based upon these findings, the program review committee recommends that DPS, at least annually, review demographic attrition rates. This evaluation should include:**

- **demographic comparison by type of separation;**
- **reason for separation;**
- **length of DPS sworn employment (or in case of recruits - training completed); and**
- **work location at time of separation.**

The department invests significant time and resources into recruiting, selecting, training, and hiring individuals. Accordingly, it should monitor attrition activities to identify potential problem areas in retaining them. This is especially important for employees resigning in good standing. In essence, these are "good" employees who are leaving and attempts should be made to identify why they resign and what, if anything, could have been done to keep them. In addition, monitoring attrition information may also help the department focus recruitment efforts and forecast hiring goals.

## SPECIAL UNIT ASSIGNMENTS

In reviewing the area of special unit assignments, the program review committee identified these problems:

- Although special unit assignments currently involve 31 percent of all sworn personnel, and were the subject of a consent order, no mention of the composition of that workforce or the selection process is made at all in the department's affirmative action plan, because CHRO regulations do not capture that level of detail;

- the selection process varies from district to district and the criteria set out in the position notices are qualified in such a way as to be of little guidance to applicants.

The system flexibility promotes the perception at least that special unit assignments are selected on other than objective criteria, and that not everybody has a fair chance to compete. By almost all accounts, this impacts troopers across the demographic spectrum, so in one sense the system might be considered race and gender neutral. However, given the focus of this study, the department leaves itself open to charges of subjectiveness in these selections, potentially based on race, ethnicity, or gender, and because of the vagaries of the process, cannot defend itself.

**It is recommended that the selection criteria be weighted so applicants have a clearer picture of what skills and experiences have optimal value. Further, it is recommended that the state police standardize their selection processes for special unit assignments and incorporate the processes into the department's Administrative and Operations manual.**

Relatedly, as noted earlier, special unit assignments are not reported on at all in the affirmative action plan. Under the first recommendation, information about special unit assignment workforce allocation and selection outcomes would be compiled.





## APPENDICES



## APPENDIX A

### COMMITTEE SURVEY OF STATE POLICE SWORN PERSONNEL: OVERVIEW OF RESPONSES

A questionnaire designed by program review staff to elicit opinions about a variety of employment discrimination issues was sent in October 1994 to all sworn State Police personnel--just over 900 individuals. Approximately 30 percent (272) returned completed surveys. A copy of the questionnaire with responses tabulated follows this summary.

The survey respondents generally reflected the current gender and racial/ethnic characteristics of State Police sworn work force. The proportion of males (93 percent) and females (7 percent) exactly mirrored the gender make-up of all sworn personnel. White personnel appear somewhat underrepresented, comprising 87 percent of the actual work force versus 82 percent of the survey respondents. Individuals identifying their race/ethnicity as Black, Hispanic, or Other comprised 18 percent of all survey respondents compared with 13 percent of total sworn personnel.

As a group, survey respondents, like the overall work force, were predominately white and male. Over three-quarters (76 percent) of the survey respondents identified themselves as White males compared with 81 percent of the sworn State Police work force as of July 1994.

The higher ranks of the state police--those in supervisory and management positions--were overrepresented among the survey respondents. While nearly 80 percent of all sworn personnel are troopers or troopers first class, only 66 percent of the survey respondents listed their current position as trooper. About 10 percent of the respondents reported they were managers, which includes the ranks of lieutenant and above (versus 5 percent of the actual sworn force), and another 24 percent identified themselves as supervisors, which would be sergeant and master sergeant ranks (versus 16 percent).

Most of those responding to the committee survey, about 95 percent, had been sworn members of the State Police for at least five years. Approximately 60 percent of the survey sample had 10 years of experience while almost 20 percent had 20 or more years. Years of experience ranged from 1 to 31 and averaged almost 13 years.

Unfortunately, as a majority of sworn personnel, about 70 percent, did not participate in the survey, the ability to generalize results is limited. However, the survey results do provide some indication of the opinions and concerns related to employment discrimination of more than 270 responding troopers, managers, and supervisors. Many respondents (64 percent) added their own comments related to issues of racial, ethnic, and sex discrimination or sexual harassment and the State Police to the questionnaires. Because of the interest generated by the survey, the questionnaire responses are summarized below. It must be remembered that the

analysis applies only to the survey sample and should not be considered to apply to the larger group of sworn State Police personnel.

One purpose of the committee survey was to learn how much of a problem State Police sworn personnel think discrimination against women and minority group members is regarding various aspects of employment. In separate questions, respondents were asked if racial/ethnic or sex discrimination was a problem--either minor, serious, or very serious--or was not problem in terms of each of the following employment areas: hiring, troop transfers, discipline, training opportunities, special unit assignments, promotions, and work environment.

As the attached tabulation of all survey responses indicates, opinions varied to some extent, depending on the type of discrimination as well as area of employment. Overall, a majority of respondents thought racial and ethnic discrimination against minority group individuals was *not* a problem in terms of any aspect of employment, with the percentages ranging from 73 percent regarding work environment and discipline to 84 percent regarding troop transfers. The percentages of respondents who thought racial/ethnic discrimination was a serious or very serious problem was highest concerning promotions (19 percent), discipline (17 percent), and special unit assignments and was around 10 percent or less in terms of hiring (11 percent), training opportunities (10 percent), work environment (10 percent), and troop transfers (7 percent).

Similarly, depending on the employment area, from 65 to 84 percent of respondents believed sex discrimination against women was *not* a problem within the State Police. As the attached tabulation of responses indicates, the proportion of respondents who thought sex discrimination was a serious or very serious problem was about 10 percent or less concerning any aspect of employment. In general, sex discrimination was viewed as a problem compared by fewer respondents than racial/ethnic discrimination. However, in terms of work environment, sex discrimination was thought to be at least a minor a problem by over one-third of the respondents.

Responses appeared to differ by the gender and race/ethnicity of respondents. In general, respondents who were females or members of minority groups (Black, Hispanic, or Other race/ethnicity) were more likely than White males to view racial/ethnic or sex discrimination as a problem within the State Police. These data must be interpreted cautiously, however, due to the small numbers involved. A total of only 58 individuals, approximately 21 percent of the survey respondents, were females or members of minority groups (Black, Hispanic, or Other race/ethnicity).<sup>1</sup>

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<sup>1</sup> Approximately 25 percent of survey respondents identified themselves as females or members of minority groups (Black, Hispanic, or Other race/ethnicity). However, several respondents reported their race/ethnicity as Other, but then indicated a nationality not considered a minority class for

As Table 1 shows, about one-third to nearly half of all females and members of minority groups thought racial/ethnic discrimination against minorities was a serious or very serious problem in all employment areas, compared to 12 percent or fewer of White male respondents expressing this view. About half or fewer (33 to 53 percent) of all females and members of minority groups thought racial/ethnic discrimination was *not* a problem concerning the various aspects of employment. In contrast, about 80 to 90 percent of the White males who returned questionnaires, depending on the aspect of employment, thought racial/ethnic discrimination was *not* a problem.

Similarly high proportions of White male respondents thought sex discrimination against women was *not* a problem. As shown in Table 2, from 86 to 92 percent believed it was *not* a problem in terms of hiring, transfer, discipline, training, special unit assignments, and promotions, while fewer (74 percent) thought sex discrimination was *not* a problem concerning work environment. The percentage of females and members of minority groups who thought sex discrimination was *not* a problem was substantially smaller for every aspect of employment, ranging from 31 percent regarding work environment to 59 percent regarding troop transfers.

Opinions about whether sexual harassment of women was a problem within the State Police were also obtained through the committee survey. Most survey respondents, 57 percent, thought sexual harassment was *not* a problem, 34 percent thought it was a minor problem, and 9 percent thought it was a serious or very serious problem. As with other discrimination issues, females and members of minority groups were more likely than White males to view sexual harassment of women as a problem. Almost one-third of all females and members of minority groups thought sexual harassment was a serious or very serious problem, 46 percent thought it was a minor problem and 26 percent believed it was *not* a problem within the State Police. Only 4 percent of White males thought sexual harassment was a serious or very serious problem and 31 percent believed it a minor problem while 66 percent thought it was *not* a problem.

A series of survey questions asked sworn personnel about their personal experiences with racial/ethnic or sex discrimination and sexual harassment. About one-third of the respondents said they knew of someone who as a member of the State Police had been subjected to racial/ethnic discrimination by another member of the State Police. Over one-quarter of all respondents reported they had been discriminated against themselves. The majority of the 70 persons who claimed to have been subjected to racial/ethnic discrimination were white males (63 percent) and described themselves as victims of reverse discrimination.

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affirmative action purposes. In analyzing the survey results, only female, Black, and Hispanic respondents were included because of the apparent confusion over the definition of Other.

TABLE 1. OPINIONS ON HOW MUCH OF A PROBLEM RACIAL/ETHNIC DISCRIMINATION  
AGAINST MINORITY GROUP INDIVIDUALS IS WITHIN THE STATE POLICE.

	Hiring		Troop Transfer		Discipline		Training Opportunities		Spec. Unit Assignments		Promotions		Work Environment	
	WM (197)	FBH (57)	WM (197)	FBH (57)	WM (196)	FBH (57)	WM (196)	FBH (57)	WM (197)	FBH (57)	WM (197)	FBH (55)	WM (197)	FBH (57)
Not a Problem	87%	39%	91%	53%	83%	33%	91%	44%	83%	37%	83%	36%	82%	42%
Minor Problem	9%	25%	7%	19%	8%	21%	5%	23%	9%	19%	5%	15%	15%	26%
Serious Problem	2%	21%	-	18%	3%	19%	1%	21%	4%	19%	6%	20%	1%	23%
Very Serious Problem	2%	16%	2%	11%	6%	26%	3%	12%	5%	25%	6%	29%	3%	9%

KEY: WM = White Male FBH = Protected Class Members (Female, Black, Hispanic)  
Number in parentheses = number of respondents

Source of Data: LPR&IC survey of State Police Sworn Personnel, October 1994.

TABLE 2. OPINIONS ON HOW MUCH OF A PROBLEM SEX DISCRIMINATION  
AGAINST WOMEN IS WITHIN THE STATE POLICE.

	Hiring		Troop Transfer		Discipline		Training Opportunities		Spec. Unit Assignments		Promotions		Work Environment	
	WM (197)	FBH (57)	WM (196)	FBH (56)	WM (197)	FBH (56)	WM (197)	FBH (55)	WM (197)	FBH (56)	WM (196)	FBH (56)	WM (197)	FBH (55)
Not a Problem	92%	53%	90%	59%	89%	55%	90%	53%	86%	52%	89%	46%	74%	31%
Minor Problem	6%	33%	8%	29%	7%	27%	6%	33%	9%	27%	6%	30%	20%	42%
Serious Problem	2%	7%	2%	11%	3%	7%	2%	7%	3%	9%	4%	11%	5%	13%
Very Serious Problem	-	7%	-	2%	1%	11%	2%	7%	2%	13%	2%	13%	2%	15%

KEY: WM = White Male FBH = Protected Class Members (Female, Black, Hispanic)  
Number in parentheses = number of respondents

Source of Data: LPR&IC survey of State Police Sworn Personnel, October 1994

Twenty-four percent of all survey respondents reported that a member of the State Police they knew had been subjected to sex discrimination by another member of the State Police; 11 percent said they had been a victim of sex discrimination. Almost half of the 26 respondents who said they had been discriminated against on the basis of gender identified themselves as White men.

A small portion of survey respondents--seven percent--reported they had been subjected to sexual harassment as a member of the State Police by another member of the State Police. Twenty-eight percent said they know a member of the State Police who had been sexually harassed by another member of the State Police.

Given the small numbers involved, survey results from questions related to personal experiences with discrimination and harassment must be carefully interpreted. However, it appears the incidents of discrimination and harassment experienced by the survey respondents were rarely reported, either to public safety department's affirmative action office, a supervisor or manager, or to the State Police union.

Of the 70 individuals who said they had been subjected to racial or ethnic discrimination, about one-third said they reported the incident to the union or their supervisor or manager and only one-fifth to the affirmative action office. Sex discrimination incidents were reported by about one-quarter of the 23 individuals who provided details about their experience; 6 reported the incident to the affirmative action office, while 7 reported it to a supervisor or manager and 7 told their union. Very few of the 17 respondents who said they had been sexually harassed reported the incident anywhere; none reported the harassment to the affirmative action office and only two, respectively, told a supervisor or manager or their union.

Another series of survey questions asked sworn personnel for their impressions of how widespread derogatory or offensive remarks and behavior related to race, ethnicity, or gender are within the ranks of the State Police. The tabulation of survey responses shows the majority of respondents--about two-thirds or more--thought such remarks and behavior occurred hardly ever or never and were engaged in by a few or none of the members of the State Police. In response to a similar set of questions, most survey respondents (84 and 82 percent, respectively) were of the opinion that few or none of the State police supervisors and managers discriminate against either female or minority troopers.

Women and members of minority groups, as Table 3 indicates, perceived derogatory or offensive racial, ethnic, and gender-based remarks and behaviors as more widespread than the White males who returned the committee questionnaire. Around two-thirds of females and members of minority groups thought such remarks and behaviors occurred occasionally or frequently versus about one-quarter of White males. The table also shows White male respondents were about twice as likely as

women and minorities to say that a few or none of the members of the State Police engage in derogatory or offensive racial, ethnic, or gender-based behavior.



TABLE 3. OPINIONS ON PREVALENCE OF CERTAIN DEROGATORY OR OFFENSIVE BEHAVIOR.

<i>How often, if at all, derogatory or offensive racial or ethnic behavior, including remarks, occur between members of the State Police</i>	<i>Frequently/ Occasionally</i>	<i>Hardly Ever /Never</i>	
White Male Respondents (N=196)	28 %	63 %	
Protected Class Member Respondents (N=55)	70 %	30 %	
<i>How often, if at all, derogatory or offensive gender-based behavior, including remarks, occur between members of the State Police</i>	<i>Frequently/ Occasionally</i>	<i>Hardly Ever /Never</i>	
White Male Respondents (N=200)	24 %	77 %	
Protected Class Member Respondents (N=57)	67 %	34 %	
<i>How many, if any, members of the State Police engage in derogatory or offensive racial or ethnic behavior, including remarks, toward other members</i>	<i>All/ Most</i>	<i>Some</i>	<i>A Few/ None</i>
White Male Respondents (N=196)	3 %	10 %	88 %
Protected Class Member Respondents (N=54)	17 %	39 %	45 %
<i>How many, if any, members of the State Police engage in derogatory or offensive gender-based behavior, including remarks, toward other members</i>	<i>All/ Most</i>	<i>Some</i>	<i>A Few/ None</i>
White Male Respondents (N=200)	3 %	11 %	87 %
Protected Class Member Respondents (N=56)	13 %	45 %	43 %

Source of Data: LPR&amp;IC Survey of State Police Sworn Personnel, October 1994

TABLE 4. OPINIONS ON PREVALENCE OF CERTAIN DISCRIMINATION.

<i>How many, if any, State Police supervisors and managers discriminate against female troopers.</i>	<i>Most*</i>	<i>Some</i>	<i>A Few/ None</i>
White Male Respondents (N=199)	1 %	7 %	93 %
Protected Class Member Respondents (N=57)	7 %	35 %	58 %
<i>How many, if any, State Police supervisors and managers discriminate against minority troopers.</i>	<i>Most*</i>	<i>Some</i>	<i>A Few/ None</i>
White Male Respondents (N=198)	1 %	6 %	94 %
Protected Class Member Respondents (N=57)	11 %	42 %	47 %

\* No respondent answered "All"

Source of Data: LPR&amp;IC Survey of State Police Sworn Personnel, October 1994.

Women and minority groups also appeared to view discrimination against female and minority troopers by State Police managers or supervisors as more prevalent than White male respondents. Table 4 shows while over 90 percent of White male respondents thought that a few or none of State Police supervisors and managers discriminate against female and minority troopers, 58 and 47 percent of female and minority respondents, respectively thought this was the case. Few respondents who were female or minorities (7 and 11 percent, respectively) thought most supervisors and managers discriminated against females or minority troopers; none thought all did.

A final set of survey questions sought to gauge the opinions of sworn personnel concerning some broader employment discrimination issues by asking whether they agree or disagree with certain statements. As the tabulated survey responses, the overwhelming majority of respondents (84 percent) agreed or strongly agreed that the Connecticut State Police is vigorously committed to equal employment opportunity. A similar proportion of respondents (85 percent) was in agreement with the statement that affirmative action programs enable some minority groups individuals and women to get State Police jobs, assignments, and promotions for which they are not qualified.

Over three-quarters of all survey respondents agreed or strongly agreed that men and women are equally capable of performing the functions of the State Police while almost one-quarter disagreed. A smaller proportion of those responding to the survey, about 60 percent, agreed or strongly agreed with statements that minority group individuals and women should be actively recruited to the ranks of the State Police and that the State Police should reflect the racial, ethnic, and gender diversity of Connecticut.

Opinions about the various statements again seemed to differ depending on the gender and race/ethnicity of the respondents. As Table 5 indicates, a smaller proportion of women and minority group members (55 percent) agreed or strongly agreed that the State Police is vigorously committed to equal employment opportunity than for White male respondents (94 percent). Women and minority group respondents were much more likely than White males to *disagree* with the statement about affirmative action programs (47 versus 6 percent). Women and minority group members were also more likely than White male respondents to be in agreement with statements that women and minorities should be actively recruited (84 and 81 percent versus 54 and 55 percent, respectively) and the State Police should reflect the state's racial, ethnic, and gender diversity (81 versus 55 percent).

TABLE 5. OPINIONS ON SELECTED EMPLOYMENT DISCRIMINATION ISSUES.

	White Male Respondents			Protected Class Member Respondents		
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	(N)	Agree/ Strongly Agree	Disagree/ Strongly Disagree	(N)
<i>The CSP is vigorously committed to equal employment opportunity.</i>	94 %	7 %	(200)	55 %	45 %	(58)
<i>The CSP should reflect the racial, ethnic, and gender diversity of the state of Connecticut.</i>	55 %	45 %	(196)	81 %	19 %	(57)
<i>The CSP should actively recruit women to its ranks.</i>	54 %	36 %	(198)	84 %	16 %	(56)
<i>The CSP should actively recruit minority group individuals to its ranks.</i>	55 %	45 %	(197)	81 %	19 %	(57)
<i>Affirmative action programs enable some minority group individuals and women to get jobs, assignments, and promotions within the State Police for which they are not qualified.</i>	94 %	6 %	(195)	53 %	47 %	(57)
<i>Men and women are equally capable of performing the functions of the State Police.</i>	74 %	26 %	(195)	85 %	15 %	(58)

Source of data: LPR&amp;IC Survey of State Police Sworn Personnel, October 1994.

## APPENDIX B ELEMENTS OF AFFIRMATIVE ACTION PLAN

Regulations promulgated by the Commission on Human Rights and Opportunities contain detailed requirements about what must be included in an agency affirmative action plan as well as directives about activities agencies are to engage in. Figure B-1 summarizes the 18 plan elements specified in the regulations. All are interrelated, but require various types of information.

The first four elements generally set the stage for the rest of the plan by providing public statements of intent and process. The next three elements describe certain aspects of the agency as it exists at a given time, including the racial/sexual composition of the work force by occupational category and the availability of similarly skilled workers in pertinent labor markets.

The eighth element provides a basic numerical analysis of the representative of protected groups in an agency's work force by comparing that work force to the availability of such groups in the labor market. The establishment of numerical hiring and promotional goals required in the ninth element is based, in part, upon this analysis.

Elements 10 and 11 continue the analysis of the agency by examining various aspects of the agency employment process, including the use of "tests" to examine the degree of adverse impact a particular agency's practices are having upon protected group access to agency jobs.

Element 12 is another goal-setting element, not establishing numerical goals but program goals designed to address areas with adverse impact as determined by previous elements. Element 13 provides information on agency efforts to comply with upward mobility requirements.

The remaining five elements provide for: a grievance procedure for allegations of discrimination; internal evaluation of agency affirmative action efforts; an analysis of goal achievement; a catalogue of additional activities/programs undertaken by agencies; and a concluding statement.

Figure B-1. Elements of An Executive Branch Plan.

1. Policy Statement - contains formal acknowledgement by the agency of the need to develop and execute affirmative action objectives; includes list of all state and federal anti- discrimination laws.
2. Internal Communication - documents how agencies distribute information in the plan to employees and reflects their comments about the plan.
3. External Communication - describes how the agency identifies itself as an affirmative action/equal employment opportunity employer outside the agency; summarizes activity by agency to initiate and develop recruitment sources.
4. Assignment of Responsibility - outlines affirmative action duties of agency staff; identifies all persons involved in affirmative action activities; if an employee advisory committee exists, includes their comments and recommendations.
5. Organizational Analysis - identifies the lines of progression for jobs in the agency; categorizes job titles by content, compensation scales, and advancement opportunities.
6. Work Force Analysis - reports racial/sexual composition of full-time and part-time agency employees by occupational category; also reports the number of full-time physically disabled employees and the age groupings of employees.
7. Availability Analysis - assesses the availability of workers for employment based upon data that identifies the number of persons with the requisite skills in each race/sex group for a particular labor market.
8. Utilization Analysis - analyzes the representation of protected groups in an agency's work force by comparing that work force with the available workers identified in element 7.
9. Hiring/Promotional Goals - established numerical hiring and promotional goals for every job classification where protected classes are identified as being underutilized.
10. Employment Analyses - contains a review of the agency employment process to determine whether any internal policies are impeding the access of protected members to agency positions.
11. Identification of Problem Areas - examines 13 areas of the employment process that may create nonquantifiable impediments to full and fair access by protected group members; contains the results of six "tests" that examine the degree of adverse impact the agency's practices are having on protected group access to agency jobs.
12. Program Goals and Timetables - sets program goals in areas identified by the tests performed under Element 11 as having an adverse impact.

13. Upward Mobility Program and Goals - provides a narrative on the agency's efforts to achieve its goals and timetables for positions to be filled through upward mobility.
14. Grievance Procedure - establishes a system to resolve employee allegations of discrimination; summarizes the nature and results of all alleged grievances.
15. Internal Program Evaluation - describes processes developed to monitor progress in the agency's affirmative action program; reports results of review undertaken during reporting period of the plan.
16. Goals Analysis - analyzes activities undertaken to meet hiring, promotion, upward mobility, and program goals contained in the previous plan.
17. Innovative Programs - describes the development and implementation of affirmative action programs not covered elsewhere in the plan.
18. Concluding Statement and Signature - reaffirms agency's commitment to achieve goals established in the plan.

## APPENDIX C

### CONNECTICUT STATE POLICE RECRUITMENT CONTACTS

<b>CONNECTICUT COLLEGES/UNIVERSITIES and CONNECTICUT COMMUNITY COLLEGES</b>	Trinity College Hartford, CT	Manchester, CT
Western Connecticut State University Danbury, CT	Sacred Heart University Bridgeport, CT	Housatonic Community College Bridgeport, CT
Central Connecticut State University New Britain, CT	Post College Waterbury, CT	Tunxis Community College Farmington, CT
Mitchell College New London, CT	Mitchell College New London, CT	Greater Hartford Community College Hartford, CT
Morse School of Business Hartford, CT	Saint Joseph College West Hartford, CT	Asnutt Community College Enfield, CT
Southern Connecticut State University New Haven, CT	Fairfield University Fairfield, CT	<b>MINORITY COLLEGES</b>
Quinnipiac College Hamden, CT	Connecticut College New London, CT	Trenton State College Ewing, NJ
New England Technical Institute New Britain, CT	Bridgeport Engineering Institute Bridgeport, CT	Seton Hall University South Orange, NJ
Eastern Connecticut State University Willimantic, CT	Albertus Magnus College New Haven, CT	Rutgers University Univ. College-Newark Newark, NJ
Business Careers Institute New Britain, CT	South Central Community College New Haven, CT	Rutgers University Livingston College New Brunswick, NJ
The Hartford Graduate Center Hartford, CT	Quinebaug Valley Community College Danielson, CT	Kean College of New Jersey Union, NJ
Wesleyan University Middletown, CT	Norwalk Community College Norwalk, CT	Jersey City State College Jersey City, NJ
University of New Haven West Haven, CT	Northwestern Connecticut Community College Winsted, CT	Glassboro State College Glassboro, NJ
University of Hartford West Hartford, CT	Mohegan Community College Norwich, CT	University of Southern Mississippi Hattiesburg, MS
University of Bridgeport Bridgeport, CT	Middlesex Community College Middletown, CT	Univ. of Mississippi University, MS
	Mattatuck Community College Waterbury, CT	Delta State Univ. Cleveland, MI
	Manchester Community College	

University of Maryland  
College Park, MD

Univ. of Southwestern Louisiana  
Lafayette, LA

Univ. of New Orleans  
New Orleans, LA

Southern University At  
New Orleans  
New Orleans, LA

Southern University and  
A & M College  
Baton Rouge, LA

Southeastern LA. Univ.  
Hammond, LA

Northeast LA. University  
Monroe, LA

McNeese State Univ.  
Lake Charles, LA

Louisiana State Univ. and  
A & M College  
Baton Rouge, LA

Univ. of Louisville  
Louisville, KY

Univ. of Kentucky  
Lexington, KY

Eastern Kentucky Univ.  
Richmond, KY

West Georgia College  
Carrollton, GA

Valdosta State College  
Valdosta, GA

Univ. of Georgia  
Athens, GA

Georgia State Univ.  
Atlanta, GA

Columbus College  
Columbus, GA

Univ. of Tampa  
Tampa, FL

Univ. of South Florida  
Tampa, FL

Univ. of North Florida  
Jacksonville, FL

Univ. of Miami  
Coral Gables, FL

Univ. of Central Florida  
Orlando, FL

Univ. of Florida  
Gainesville, FL

ST. Thomas Univ.  
Miami, FL

Florida State Univ.  
Tallahassee, FL

Florida Int. University  
Miami, FL

Florida Atlantic Univ.  
Boca Raton, FL

Univ./Dist. of Columbia  
Washington, DC

George Washington Univ.  
Washington, DC

American University  
Washington, DC

Samford University  
Birmingham, AL

Middlesex Community College  
Bedford, MA

Kings College  
Wilkes-Barre, PA

Xavier University of Louisiana

New Orleans, LA

Winston-Salem State University  
Winston-Salem, NC

Wiley College  
Marshall, TX

Wilberforce University  
Wilberforce, OH

West Virginia State College  
Institute, WV

Voorhees College  
Denmark, SC

Virginia Union University  
Richmond, VA

Virginia State University  
Petersburg, VA

University of Maryland  
Eastern Shore  
Princess Anne, MD

University of Arkansas  
At Pine Bluff  
Pine Bluff, AR

Tuskegee Institute  
Tuskegee, AL

Tougaloo College  
Tougaloo, MS

Texas Southern University  
Houston, TX

Texas College  
Tyler, TX

Tennessee State University  
Nashville, TN

Talladega College  
Talladega, AL

Stillman College  
Tuscaloosa, AL



Spelman College Atlanta, GA	State University Greensboro, NC	Jarvis Christian College Hawkins, TX
Southwestern Christian College Terrell, TX	Norfolk State University Norfolk, VA	Jackson State University Jackson, MS
Southern University In New Orleans New Orleans, LA	Morris Brown College Atlanta, GA	Huston-Tillotson College Austin, TX
South Carolina State College Orangeburg, SC	Morris College Sumter, SC	Howard University Washington, DC
Shaw University Raleigh, NC	Morgan State University Baltimore, MD	Hampton University Hampton, VA
Selma University Selma, AL	Moorehouse College Atlanta, GA	Grambling State University Grambling, LA
Savannah State College Savannah, GA	Mississippi Valley State University Itta Bena, MS	Fort Valley State College Fort Valley, GA
Saint Paul's College Lawrenceville, VA	Miles College Birmingham, AL	Florida Memorial College Miami, FL
Saint Augustine's College Raleigh, NC	Livingstone College Salisbury, NC	Florida A & M University Tallahassee, FL
Rust College Holly Spring, MS	Lincoln University Lincoln University, PA	Fisk University Nashville, TN
Paul Quinn College Waco, TX	Lincoln University Jefferson City, MD	Fayetteville State University Fayetteville, NC
Prairie View A & M University Prairie View, TX	Lemoyne-Owen College Memphis, TN	Elizabeth City State University Elizabeth City, NC
Philander Smith College Little Rock, AR	Langston University Langston, OK	Edward Waters College Jacksonville, FL
Paine College Augusta, GA	Lane College Jackson, TN	Dillard University New Orleans, LA
Oakwood College Huntsville, AL	Knoxville College Knoxville, TN	Delaware State College Dover, DE
North Carolina Central University Durham, NC	Kentucky State University Frankfort, KY	Coppin State College Baltimore, MD
North Carolina A & T	Johnson C. Smith University Charlotte, NC	Clark College Atlanta, GA

Claflin College  
Orangeburg, SC

Cheyney University of  
Pennsylvania  
Cheyney, PA

Bowie State College  
Bowie, MD

Bishop College  
Dallas, TX

Bethune-Cookman College  
Daytona Beach, FL

Bennett College  
Greensboro, NC

Benedict College  
Columbia, SC

Barber-Scotia College  
Concord, NC

Allen University  
Columbia, SC

Alcorn State University  
Lorman, MS

Albany State College  
Albany, GA

Alabama State University  
Montgomery, AL

Alabama A & M University  
Normal, AL

### **USA COLLEGES WITH CRIMINAL JUSTICE PROGRAMS**

Hocking Technical College  
Nelsonville, OH

Western Maryland College  
Westminster, MD

University of the District of  
Columbia  
Washington, DC

University of North Carolina at  
Charlotte  
Charlotte, NC

University of Miami  
Coral Gables, FL

Wilmington College  
New Castle, DE

Wagner College  
Staten Island, NY

University of Pittsburgh at  
Greensburg  
Greensburg, PA

University of North Carolina at  
Chapel Hill  
Chapel Hill, NC

University of Massachusetts at  
Boston  
Boston, MA

Westfield State College  
Westfield, MA

Virginia Commonwealth  
University  
Richmond, VA

University of Pittsburgh  
Pittsburgh, PA

University of N.C. at Ashville  
Ashville, NC

University of Maryland  
College Park, MD

University of Hawaii at Hilo  
Hilo, HI

University of Detroit  
Detroit, MI

University of California  
Santa Barbara, CA

Thomas A. Edison State College  
Trenton, NJ

Suffolk University  
Boston, MA

State University of NY College  
At Oswego  
Oswego, NY

State University of NY at  
Albany  
Albany, NY

Seton Hill University  
So. Orange, NJ

University of Lowell  
Lowell, MA

University of Georgia  
Athens, GA

University of Delaware  
Newark, DE

University of Baltimore  
Baltimore, MD

Temple University  
Ambler Campus  
Ambler, PA

Stonehill College  
No. Easton, MA

State University of NY  
College at Buffalo  
Buffalo, NY

State University of NY  
A & T College/Farmingdale  
Farmingdale, NY

Salem State College  
Salem, MA

University of Illinois  
Chicago, IL

University of Florida  
Gainesville, FL

University of Central Florida  
Orlando, FL

Trenton State College  
Trenton, NJ

Temple University  
Philadelphia, PA

Stockton State College  
Pomana, NJ

State University of NY  
College at Brockport  
Brockport, NY

South Carolina State College  
Orangeburg, SC

St. Thomas Aquinas College  
Sparkill, NY

St. John's University  
Jamaica, NY

Rutgers University  
University College Newark  
Newark, NJ

Rochester Institute of Tech.  
Rochester, NY

Pace Univ., Pleasantville  
Briarcliff Campus  
Pleasantville, NY

North Carolina  
Wesleyan College  
Rocky Mount, NC

Niagara University  
Niagara Falls, NY

Molloy College  
Rockville Centre, NY

Marist College  
Poughkeepsie, NY

Long Island University  
C.W. Post Campus  
Greenvale, Ny

King's College  
Wilkes Barre, PA

Sacred Heart College  
Belmont, NC

Rutgers University  
Wingston College  
New Brunswick, NJ

Rhode Island College  
Providence, RI

Ohio State University  
Columbus, OH

North Carolina State  
at Raleigh  
Raleigh, NC

New York Institute of  
Technology  
Old Westbury, NY

Mercy Hurst College  
Erie, PA

Manhattan College  
Riverdale, NY

Long Island University  
Brooklyn Campus  
Brooklyn, NY

Kean College of NJ  
Union, NJ

Rutgers University  
New Brunswick, NJ

Roger Williams College  
Bristol, RI

Pembroke State University  
Pembroke, NC

Northeastern University  
Boston, MA

North Carolina Central  
University  
Durham, NC

Monmouth College  
West Long Branch, NJ

Mercy College  
Dobbs Ferry, NY

Lycoming College  
Williamsport, PA

Lasalle University  
Philadelphia, PA

Jersey City State College  
Jersey City, NJ

Iona College  
New Rochelle, NY

Grambling State University  
Grambling, LA

Fordham University  
Rose Hill Campus  
Bronx, NY

Florida Memorial College  
Miami, FL

Fayetteville State University  
Fayetteville, NC

Elmira College  
Elmira, NY

Edinboro University of PA  
Edinboro, PA

Duquesne University  
Pittsburgh, PA

Defiance College  
Defiance, OH

Columbus College  
Columbus, OH

Holy Family College  
Philadelphia, PA

George Washington University  
Washington, DC

Florida State University  
Tallahassee, FL

Florida International University  
Miami, FL

Fairmont State College  
Fairmont, WV

Elizabeth City State University  
Elizabeth City, NC

Eastern New Mexico University  
Portales, NM

DePaul University  
Chicago, IL

Corpus Christi State University  
Corpus Christi, TX

Chicago State University  
Chicago, IL

Guilford College  
Greensboro, NC

Fort Valley State College  
Fort Valley, GA

Florida Southern College  
Lakeland, FL

Florida Atlantic University  
Boca Raton, FL

Eureka College  
Eureka, IL

Edward Waters College  
Jacksonville, FL

East Mich. University  
Ypsilanti, MI

Delaware State College  
Dover, DE

Coppin State College

Baltimore, MD

Cheyney University of PA  
Cheyney, PA

Chestnut Hill College  
Philadelphia, PA

Calvin College  
Grand Rapids, MI

Cal State University  
Sacramento, CA

Cal State University  
Haywood, CA

Cal State University  
Chico, CA

Bowling Green State University  
Bowling Green, OH

Bluefield College  
Bluefield, VA

Benedict College  
Columbia, SC

Baldwin-Wallace College  
Berea, OH

Armstrong State College  
Savannah, GA

Central Wesleyan College  
Central, SC

Calumet College  
Whiting, IN

Cal State University  
Los Angeles, CA

Cal State University  
Fullerton, CA

Brigham Young University  
Provo, UT

Boston University  
Boston, MA

Bloomfield College  
Bloomfield, NJ

Baptist College  
Charleston, SC

Auburn University  
Auburn, AL

Arizona State University  
Tempe, AZ

Campbell University  
Buies Creek, NC

Cal State University  
San Bernardino, CA

Cal State University  
Long Beach, CA

Cal State University  
Fresno, CA

Brenau Women's College  
Gainesville, GA

Bluefield State College  
Bluefield, WV

Bethune-Cookman College  
Daytona Beach, FL

Ashland College  
Ashland, OH

Athens State College  
Athens, AL

American International College  
Springfield, MA

## CT HIGH SCHOOLS

Woodstock Academy  
Woodstock, CT

Sacred Heart Academy  
Stamford, CT

Central Catholic High School  
Norwalk, CT

Hopkins Grammar Day School  
New Haven, CT

St. Bernard High School  
Uncasville, CT

Mercy High School  
Middletown, CT

Watkinson School  
Hartford, CT

Hamden Hall Country Day  
School  
Hamden, CT

Convent of the Sacred Heart  
Greenwich, CT

Fairfield Preparatory  
Fairfield, CT

Immaculate High School  
Danbury, CT

New Haven Hebrew Day Beth  
Chana-Hannah Academy  
Orange, CT

The Williams School  
New London, CT

St. Thomas Aquinas School  
New Britain, CT

Academy of Our Lady of Mercy  
Milford, CT

East Catholic High School  
Manchester, CT

South Catholic High School  
Hartford, CT

St. Mary High School  
Greenwich, CT

Brunswick School  
Greenwich, CT

Longview Catholic High School  
Enfield, CT

St. Paul Catholic High School  
Bristol, CT

Parkway Christian Academy  
Norwalk, CT

St. Mary High School  
New Haven, CT

Mary Immaculate Academy  
New Britain, CT

Xavier High  
Middletown, CT

The Hammonasset School  
Madison, CT

Sacred Heart Academy  
Hamden, CT

Greenwich Academy  
Greenwich, CT

Notre Dame High School  
Fairfield, CT

Founder's School  
East Haddam, CT

University School  
Bridgeport, CT

Housatonic Valley Regional  
High School  
Falls Village, CT

Windsor High School  
Windsor, CT

Wethersfield High School  
Wethersfield, CT

West Haven High School  
West Haven, CT

Westbrook Junior High School  
Westbrook, CT

Wilby High School  
Waterbury, CT

Mark T. Sheehan High School  
Wallingford, CT

Trumbull High School  
Trumbull, CT

Tourtellotte Memorial High  
N. Grosvenordale, CT

Bunnell High School  
Stratford, CT

Wolcott High School  
Wolcott, CT

Windham High School  
Willimantic, CT

Staples High School  
Westport, CT

Hall High School  
West Hartford, CT

Watertown High School  
Watertown, CT

John F. Kennedy High School  
Waterbury, CT

Lyman Hall High School  
Wallingford, CT

Torrington High School  
Torrington, CT

Thomaston High School  
Thomaston, CT

Stratford High School  
Stratford, CT

Windsor Locks High School  
Windsor Locks, CT

Wilton High School  
Wilton, CT

Weston High School  
Weston, CT

Conrad High School

West Hartford, CT

Waterford High School  
Waterford, CT

Crosby High School  
Waterbury, CT

Rockville High School  
Rockville, CT

Tolland High School  
Tolland, CT

Suffield High School  
Suffield, CT

Stonington High School  
Pawcatuck, CT

Kolbe-Cathedral High School  
33 Calhoun Place  
Bridgeport, CT

W.F. Kaynor Voc. Tech. School  
Waterbury, CT

Norwich Voc. Tech.  
Norwich, CT

Vinal Voc. Tech  
Middletown, CT

A.I. Prince Voc.  
Tech. School  
Hartford, CT 06106

H.H. Ellis  
Voc. Tech. School  
Danielson, CT

Emmett O'Brien  
High School  
Ansonia, CT

Shepaug Valley High  
School  
Washington, CT

Joel Barlow High School  
Redding, CT

Wamogo Regional High  
Litchfield, CT

Avon Old Farms  
Avon, CT

Oliver Wolcott Voc.  
Tech. School  
Torrington, CT

E.C. Goodwin Voc.  
Tech. School  
New Britain, CT

H.C. Wilcox Voc.  
Tech. School  
Meriden, CT

Eli Whitney Voc.  
Tech. School  
Hamden, CT

Henry Abbott Voc.  
Tech. School  
Danbury, CT

Nonnewaug High School  
Woodbury, CT

Parish Hill  
High School  
Chaplin, CT

RHAM SR. High School  
Hebron, CT

Amity Regional  
High School  
Woodbridge, CT

Windham Voc. Tech.  
Willimantic, CT

J.M. Wright Voc.  
Tech. School  
Stamford, CT

Platt Voc. Tech.  
Milford, CT

Howell Cheney Voc.  
Tech. School

Manchester, CT

Ella T. Grasso,  
Southwestern High School  
Groton, CT

Bullard-Havens Voc.  
Tech. School  
Bridgeport, CT

Coginchaug Regional  
High School  
Durham, CT

Lewis S. Mills  
High School  
Burlington, CT

Northwestern Regional  
High School  
Winsted, CT

Valley Regional High School  
Deep River, CT

Westhill High School  
Stamford, CT

Stafford High School  
Stafford Springs, CT

Somers High School  
Somers, CT

Rocky Hill High School  
Rocky Hill, CT

Portland High School  
Portland, CT

Plainville High School  
Plainville, CT

Norwalk High School  
Norwalk, CT

North Haven High School  
North Haven, CT

New Milford High School  
New Milford, CT

Wilbur Cross High School  
New Haven, CT

Stamford High School  
Stamford, CT

South Windsor High School  
South Windsor, CT

Shelton High School  
Shelton, CT

Ridgefield High School  
Ridgefield, CT

Plainfield High School  
Plainfield, CT

Brien McMahon High School  
Norwalk, CT

North Branford High School  
North Branford, CT

New London High School  
New London, CT

James Hillhouse High School  
New Haven, CT

Rippowam Center  
Stamford, CT

Southington High School  
Southington, CT

Seymour High School  
Seymour, CT

Putnam High School  
Putnam, CT

Terryville High School  
Terryville, CT

Old Saybrook SR. High  
Old Saybrook, CT

Wheeler High School  
North Stonington, CT

Newtown High School

Sandy Hook, CT

Newington High School  
Newington, CT

Conte High School  
New Haven, CT

East Haven High School  
East Haven, CT

Nathan Hale Ray High School  
Moodus, CT

Darien High School  
Darien, CT

Cromwell High School  
Cromwell, CT

The Morgan School  
Clinton, CT

Bristol Eastern High School  
Bristol, CT

Bristol Central High School  
Bristol, CT

Central High School  
Bridgeport, CT

Bolton High School  
Bolton, CT

Berlin High School  
Berlin, CT

East Hartford High School  
East Hartford, CT

East Granby High School  
East Granby, CT

Danbury High School  
Danbury, CT

Coventry High School  
Coventry, CT

Cheshire High School  
Cheshire, CT

Bristol Boy's Club  
Bristol, CT

Harding High School  
Bridgeport, CT

Bassick High School  
Bridgeport, CT

Bloomfield High School  
Bloomfield, CT

Avon High School  
Avon, CT

East Hampton High School  
East Hampton, CT

Derby High & Upper  
Derby, CT

Career/Education  
Danbury, CT

Bacon Academy  
Colchester, CT

Canton High School  
Collinsville, CT

Brookfield High School  
Brookfield, CT

Central High School Magnet  
Bridgeport, CT

Branford High School  
Branford, CT

Bethel High School  
Bethel, CT

Ansonia High School  
Ansonia, CT

New Fairfield High School  
New Fairfield, CT

Naugatuck High School  
Naugatuck, CT

Manchester High School

Manchester, CT

Ledyard High School  
Ledyard, CT

Weaver High School  
Hartford, CT

Hamden High School  
Hamden, CT

Griswold High School  
Griswold, CT

Glastonbury High School  
Glastonbury, CT

Roger Ludlowe High School  
Fairfield, CT

New Canaan High School  
New Canaan, CT

Montville High School  
Oakdale, CT

Daniel Hand High School  
Madison, CT

Lyman Mem. High School  
Lebanon, CT

Hartford Public High School  
Hartford, CT

Guilford High School  
Guilford, CT

Greenwich High School  
Greenwich, CT

Farmington High School  
Farmington, CT

Enrico Fermi High School  
Enfield, CT

East Windsor High School  
East Windsor, CT

New Britain SR. High School  
New Britain, CT

Masuk High School  
Monroe, CT

Litchfield High School  
Litchfield, CT

Killingly High School  
Danielson, CT

Bulkeley High School  
Hartford, CT

Fitch SR. High School  
Groton, CT

Granby Mem. High School  
Granby, CT

Andrew Warde High School  
Fairfield, CT

Enfield High School  
Enfield, CT

East Lyme High School  
East Lyme, CT

Northwest Catholic  
High School  
West Hartford, CT

Notre Dame Academy  
Waterbury, CT

Stamford Catholic High School  
Stamford, CT

Greens Farms Academy  
Westport, CT

St. Margaret-McTernan Catholic  
High School  
Waterbury, CT

Holy Cross High School  
Waterbury, CT

St. Basil's Preparatory  
Stamford, CT

Notre Dame High School  
West Haven, CT

Sacred Heart High School  
Waterbury, CT

St. Joseph High School  
Trumbull, CT

Salisbury School  
Salisbury, CT

## MINORITY GROUP LEADERS

President  
O.C.S.A.  
Washington, DC 20005

Mr. Arthur Green, Director  
Comm. on Human Rts. &  
Opportunities  
Hartford, CT

Fredrica Grey, Ex. Dir.  
Permanent Comm.  
Status of Women  
Hartford, CT

Mr. John Saunders  
Urban League of Greater  
Hartford  
Hartford, CT

Action For Bridgeport  
Community Development  
Bridgeport, CT

NAACP State Conference  
of Branches  
Hartford, CT

MUJER  
Middletown, CT

Caminemos Resource Center  
Hartford, CT

Alert-CT Newspaper For  
Women  
Middletown, CT

Peter M. Rosa, Director



State Dept. of Higher  
Education  
Hartford, CT

Juan Morales, Director  
Puerto Rican Org. Program  
Willimantic, CT

Rev. Dr. Alvan N. Johnson, Jr.  
Bethel A.M.E. Church  
Hartford, CT

Ernestine Brown, President  
CT Caucus of Black Women  
Hartford, CT

Jose LaLuz, Educ. Director  
Hispanic Workers Alliance  
East Hartford, CT

Paul R. Swann  
First V.P.  
State NAACP Conf. of Branches  
West Hartford, CT

Vernice B. Cook, Exec. Board  
State NAACP Conf. of Branches  
New London, CT

Judith Andrews, Exec. Director  
Women's Empl. Resource Ctr.  
New Haven, CT

Luz Z. Gonzalez,  
Exec. Director  
Centro de la Comunidad, Inc.  
New London, CT

Rep. Walter S. Brooks  
Chairman  
CT Leg. Black & Hispanic  
Caucus  
Hartford, CT

Dr. Curtiss E. Porter  
Urban League of S/W Fairfield  
Stamford, CT

#### **CT NAACP CHAPTER PRESIDENTS**

Ms. Arlene Davis-Rudd  
Willimantic, CT

Ms. Jacqueline C. Owens  
Lebanon, CT

Mr. Haywood Hooks  
West Haven, CT

Mr. Willie J. Walton  
Higganum, CT

Mr. Robert A. Brown, Sr.  
Old Greenwich, CT

Ms. Beverly G. Carswell  
Bridgeport, CT

Ms. Carolene Watts  
Waterbury, CT

Mr. L. Lear Quander  
Norwalk, CT

Ms. Hilda Craig  
New Canaan, CT

Mr. Leroy A. Watson  
Meriden, CT

Mr. William J. Knight  
Danbury, CT

Mr. William D. McLean  
Seymour, CT

Dr. L.M. Robinson  
Stamford, CT

Mr. Milton L. Cook, Jr.  
New London, CT

Mr. George Springer  
New Britain, CT

Ms. Barbara Fuller  
Bloomfield, CT

Mr. Jerome Davis  
Bristol, CT

Mr. Benjamin Andrews

State NAACP  
Hartford, CT

#### **MINORITY ORGANIZATIONS**

Hartford Public School  
Bilingual ED. Program  
Hartford, CT

Hartford Neighborhood Centers  
Hartford, CT

Hartford Areas Rally Together  
Hartford, CT

Caminemos Adult Learning  
Center  
Hartford, CT

Spanish American Coalition  
Bridgeport, CT

Orcutt Boys Club  
of Bridgeport  
Bridgeport, CT

Iglesia De Dios  
Pentecostal M.E.  
Bridgeport, CT

Housatonic Comm. College  
Bilingual Program  
Bridgeport, CT

Dept. of Adult Educ.  
Central High School  
Bridgeport, CT

Catholic Family & Community  
Services  
Bridgeport, CT

CT Assn. of Latin Americans In  
Higher Ed. (CALAHE)  
Hartford, CT

Bullard-Havens Technical  
School  
Bridgeport, CT

Bridgeport Board of Education  
Bilingual ED Dept.  
Bridgeport, CT

Boys and Girls Club of  
Bridgeport  
Bridgeport, CT

Adult Learning Center  
Bridgeport, CT

ABCD-ITE  
Bridgeport, CT

Semanrio 30  
HTFD Comm. TV  
Hartford, CT

Barrio  
WFSV-TV  
Hartford, CT

Pinceladas  
WFSV-TV  
Hartford, CT

Adelante  
WVIT-TV  
West Hartford, CT

Mosaico Iberoamericano  
WFCR-FM  
Hartford, CT

Que Pasa Radial  
WRTC-FM  
Hartford, CT

WLVH - LA GRANDE  
Hartford, CT

Boletin Manolo El Lenero  
Hartford, CT

El Observador  
Hartford, CT

El Periodico  
Hartford, CT

Que Pasa  
Hartford, CT

Adelante Program  
N.O.W., Inc.  
Waterbury, CT

Job Developer  
O.I.C.  
Waterbury, CT

Work Experience Program  
Danbury, CT

Spanish Internation Ctr.  
Stamford, CT

C.A.U.S.A.  
Hartford, CT

Puerto Rican Org.  
Program (PROP)  
Willimantic, CT

Lulac, Inc.  
New Haven, CT

Latino Youth Dev., Inc.  
New Haven, CT

Institute For Hispanic Families  
Hartford, CT

Casa Boricua de Meriden  
Meriden, CT

DAS State Personnel  
Emp. Relations/AFF. Action  
Hartford, CT

LaCasa de Puerto Rico  
Hartford, CT

Spanish Speaking CTR., Inc.  
New Britain, CT

Spanish Learning Center  
Danbury, CT

Spanish Cultural Assn. of  
New Haven  
New Haven, CT

National Puerto Rican Forum  
Hartford, CT

Spanish Community of  
Wallingford  
Wallingford, CT 06492

Spanish Action Council  
Waterbury, CT

South Norwalk Comm. Ctr.  
South Norwalk, CT

San Juan Center  
Hartford, CT

University of Vermont  
Burlington, VT

Middlebury College  
Middlebury, VT

Goddard College  
Plainfield, VT

Community College of  
Rhode Island  
Lincoln, R.I.

University of R.I.  
Kingston, R.I.

Rhode Island School of Design  
Providence, R.I.

Rhode Island College  
Providence, R.I.

Roger Williams College  
Bristol, R.I.

Providence College  
Providence, R.I.

Bryant College  
Smithfield, R.I.

Brown University  
Providence, R.I.

Barrington College  
Barrington, R.I.

Westbrook College  
Portland, ME

University of South Maine  
Portland, ME

University of Maine  
Orono, ME

University of Maine  
Fort Kent, ME

College of the Atlantic  
Bar Harbor, ME

Colby College  
Waterville, ME

Bowdoin College  
Brunswick, ME

Bates College  
Lewiston, ME

New Hampshire College  
Manchester, N.H.

Dartmouth College  
Hanover, N.H.

Wheaton College  
Norton, MA

Wheelock College  
Boston, MA

Westfield State College  
Westfield, MA

Western New England College  
Springfield, MA

Wellesley College  
Wellesley, MA

University of Massachusetts

Boston, MA

University of Massachusetts  
Amherst, MA

University of Lowell  
Lowell, MA

Tufts University  
Medford, MA

Suffolk University  
Boston, MA

Stonehill College  
North Easton, MA

Springfield College  
Springfield, MA

Southeastern Mass. University  
No. Dartmouth, MA

Smith College  
Northampton, MA

Simmons College  
Boston, MA

Salem State College  
Salem, MA

Regis College  
Weston, MA

Radcliffe College  
Cambridge, MA

Pine Manor College  
Chestnut Hill, MA

Northeastern University  
Boston, MA

No. Adams State College  
No. Adams, MA

Mount Holyoke College  
So. Hadley, MA

M.I.T.  
Cambridge, MA

Hampshire College  
Amherst, MA

Gordon College  
Wenham, MA

Framingham State College  
Framingham, MA

Fitchburg State College  
Fitchburg, MA

Emerson College  
Boston, MA

Eastern Nazarene College  
Quincy, MA

College of Our Lady of  
The Elms  
Chicopee, MA

College of The Holy Cross  
Worcester, MA

Clark University  
Worcester, MA

Bridgewater State College  
Bridgewater, MA

Brandeis University  
Waltham, MA

Bradford College  
Bradford, MA

Boston University  
Boston, MA

Springfield Technical  
Community College  
Springfield, MA

Northern Essex Comm. College  
Haverhill, MA

North Shore Community College  
Haverhill, MA

Mount Wachusett Community  
College

Gardner, MA	Bridgeport, CT	University New Britain, CT
Middlesex Community College Bedford, MA	Greater Hartford Comm. College Hartford, CT	Albertus Magnus College New Haven, CT
Mass. Bay Comm. College Wellesley, MA	Asnuntuck Comm. College Enfield, CT	Bridgeport Human Resources Dept. CETA Emp. & Training Adm. Bridgeport, CT
Holyoke Community College Holyoke, MA	Yale University New Haven, CT	New Haven Commission on Equal Opportunities New Haven, CT
Cape Cod Comm. College West Barnstable, MA	Western CT State University Danbury, CT	Employment Department Hispanic Family Ctr. Hartford, CT
Bunker Hill Comm. College Charlestown, MA	Wesleyan University Middletown, CT	Spanish Speaking Center, Inc. New Britain, CT
Boston State College Boston, MA	University of New Haven West Haven, CT	Meriden Community Action Agency Meriden, CT
Boston College Chestnut Hill, MA	University of Hartford West Hartford, CT	Thames Valley Council For Community Action, Inc. Jewett City, CT
Babson College Babson Park, MA	University of Connecticut Storrs, CT	Urban League of Rhode Island Providence, R.I.
Assumption College Worcester, MA	University of Bridgeport Bridgeport, CT	National Association of Women In Construction Hartford, CT
Amherst College Amherst, MA	Trinity College Hartford, CT	Advisory Commission on Women of Rhode Island Providence, R.I.
A.I.C. Springfield, MA	Southern CT State University New Haven, CT	Community Action Agency of New Haven, Inc. New Haven, CT
Tunxis Comm. College Farmington, CT	Sacred Heart University Bridgeport, CT	Puerto Rican Organization Program Willimantic, CT
So. Central Comm. College New Haven, CT	Quinnipiac College Hamden, CT	CT Assn. For United Spanish Action
Post College Waterbury, CT	Fairfield University Fairfield, CT	
Mattatuck Community College Waterbury, CT	Eastern CT State University Willimantic, CT	
Manchester Community College Manchester, CT	Connecticut College New London, CT	
Housatonic Comm. College	Central Connecticut State	

New London, CT

League of United Latin  
American Citizens  
New Haven, CT

United Labor Agency  
New Britain, CT

Community Action for  
Greater Middletown  
Middletown, CT

San Juan Center  
Hartford, CT

CT Minority News  
Hartford, CT

Norwalk Economic Opportunity  
N.O.W.  
South Norwalk, CT

Centro de la Comunidad  
New London, CT

Junta For Progressive Action  
New Haven, CT

WLVH  
Hartford, CT

National Puerto Rican Forum  
Hartford, CT

Hostos Program  
Hartford, CT

Commonwealth of Puerto Rico  
Hartford, CT

Caminemos Adult  
Education Ctr.  
Hartford, CT

Bristol Community Organization  
Bristol, CT

Spanish American  
Development Agency  
Bridgeport, CT

Park City Housing &  
Development Corp.  
Bridgeport, CT

Bridgeport Dept./Adult Ed  
Central High School  
Bridgeport, CT

CT Assn. of Latin  
Americans In Higher Ed  
Hartford, CT

Bridgeport Dept. of Bilingual  
Education Services  
Bridgeport, CT

Institute of Training  
For Employment  
Bridgeport, CT

Hartford Area Health  
Education Center  
Hartford, CT

Clay Hill Field Office  
Hartford, CT

YMCA of Greater Bridgeport  
Bridgeport, CT

Spanish American Coalition  
Bridgeport, CT

Catholic Family and  
Community Services  
Bridgeport, CT

Bridgeport Community  
Health Center  
Bridgeport, CT

Adult Learning Center  
Bridgeport, CT

Action For Bridgeport  
Community Development  
Bridgeport, CT

WOMEN'S  
ORGANIZATIONS

Southwestern Council of  
Girl Scouts  
Wilton, CT

CT Nurses Assn., Inc.  
Meriden, CT

CT Caucus, Women For  
Political Action, Inc.  
Hartford, CT

Corporate America  
Monroe, CT

Yale University School  
of Nursing  
New Haven, CT

Housatonic Girl Scout  
Council - Director  
Bridgeport, CT

Union Women Coalition  
of Labor  
Windsor, CT

Business & Professional  
Women's Clubs, Inc.  
Stamford, CT

League of Women Voters of  
Capitol Region East  
Vernon, CT

CT Nurse Practitioner  
Group  
Hartford, CT

Northwestern Council of  
Girl Scouts  
Torrington, CT

CT Trails Council of  
Girl Scouts  
New Haven, CT

CT Coalition of  
Educational Leaders  
Hamden, CT

CT Association of  
Women Police  
Old Greenwich, CT

Junior League of Greater  
New Britain  
New Britain, CT

Council of Catholic Women  
Hartford Provice  
Trumbull, CT

Hartford Women's Network  
Hartford, CT

CT Federation of Business and  
Prof. Women's Clubs  
Bloomfield, CT

Assn. of Insurance Women  
Hartford  
Hartford, CT

American Assn. of  
University Women  
Bloomfield, CT

Women's Network of Waterbury  
Waterbury, CT

CT Women's Network  
% UCONN Women's Ctr.  
Storrs, CT

Mintz and Hoke  
Avon, CT

Visiting Nurse and  
Home Care, Inc.  
Cheshire, CT

Professional Secretaries  
International-Southwestern  
Westport, CT

Junior League of Hartford  
West Hartford, CT

Hartford Commission on the  
Status of Women  
Hartford, CT

Central CT Assn. of  
Legal Assistants  
Hartford, CT

CT Dental Hygienists Assn.  
Central Component  
Plainville, CT

Visiting Nurse and Home Care  
New Britain, CT

Women't Network of the  
Greater Meriden Area  
Meriden, CT

Women In Communications  
Fairfield Chapter  
Stamford, CT

Women In Planning  
Hartford, CT

Visiting Nurse and Home  
Care, Inc.  
Waterbury, CT

Professional Secretaries  
International  
West Hartford, CT

CT Catholic Women  
Archdiocese of Hartford  
West Hartford, CT

Central Connecticut's  
Women's Forum  
Plantsville, CT

Connecticut Yankee  
Girl Scout Council  
Farmington, CT

American Assn. of  
University Women  
New Britain, CT

Women's Network of Woodbury  
Woodbury, CT

CT Women's Network

% Nine  
Norwich, CT

WIS Association  
Fairfield Chapter  
Stamford, CT

Women For Racial &  
Economic Equality  
Hartford, CT

Waterbury (NOW)  
Woodbury, CT

President, (NOW)  
Storrs, CT

Visiting Nurse & Home  
Care of Hartford  
Hartford, CT

University of Hartford  
Career Dev. & Placement Ctr.  
West Hartford, CT

Education Employment  
Dept. of Higher Educ.  
Hartford, CT

Trinity College  
Women's Center  
Hartford, CT

CT Education Assn.  
Hartford, CT

Greater Hartford (NOW)  
Wethersfield, CT

League of Women Voters  
of West Hartford  
West Hartford, CT

Nat. Assn. of Women In Const.  
Ramco Technologies  
Hartford, CT

League of Women Voters  
of Glastonbury  
Glastonbury, CT

Council of Jewish Women

Easton, CT	CT State Federation of Teachers Berlin, CT	Council of Jewish Women Bethel, CT
Women's Exec. Committee Gtr. Htfd. Chamber Comm. Hartford, CT	Women's Workshop Bloomfield, CT	CT Girl Scout Council New Haven, CT
Urban League of Greater Hartford Hartford, CT	Farmington Valley (NOW) Avon, CT	National Assn. For Women New Haven, CT
Career Counseling Trinity College Hartford, CT	League of Women Voters of Simsbury Simsbury, CT	No. Branford Human Rel. & Counseling Service North Branford, CT
Hispanic Health Council Hartford, CT	League of Women Voters MAL Unit-Corporate Ctr. Hartford, CT	Quinnipiac College Counseling Dept. Hamden, CT
Nat. Puerto Rican Forum Hartford, CT	Business & Professional Women's Clubs, Inc. Stamford, CT	Counseling Service of CT New Haven, CT
League of Women Voters of Windsor Windsor, CT	Fairfield Adult Career & Education Services Fairfield, CT	Office of Career Services Conn College New London, CT
Bristol (NOW) Southington, CT	Mohegan Comm. College Women's Center Norwich, CT	Junior League of CT New Haven, CT
League of Women Voters of New Britain New Britain, CT	CT Federation of Republican Women West Haven, CT	CT Federation of Democratic Women New Haven, CT
National Assoc. of Women In Construction Stamford, CT	CT Women's Educ. & Legal Fund, Inc. New Haven, CT	American Assn. of University Women Milford, CT
American Assn. of University Women Trumbull, CT	Business & Professional Women's Club New Haven, CT	New Haven Women's Liberation Center New Haven, CT
The Educational CTR. For Human Development, Inc. Hartford, CT	League of Women Voters New Haven, CT	Nat. Assn. of Women In Construction, AGC Woodbridge, CT
Counseling Ctr. of Htfd. College For Women Hartford, CT	New Haven Comm. On Equal Opportunity New Haven, CT	Urban Leagus of Greater New Haven New Haven, CT
Manchester Comm. College Women's Center Manchester, CT	American Indians For Development, Inc. Meriden, CT	CT Educ. & Employment Information Ctr. Hartford, CT
		Southern CT State Univ.

Health Services Bldg.  
New Haven, CT

League of Women Voters  
of North Haven  
North Haven, CT

League of Women Voters  
of Mansfield  
Storrs, CT

League of Women Voters  
of Hamden  
Hamden, CT

League of Women Voters  
of Fairfield  
Fairfield, CT

League of Women Voters  
of Brookfield  
Brookfield, CT

Junior League of  
Stamford/Norwalk  
Darien, CT

League of Women Voters  
of Amity  
Woodbridge, CT

Junior League of  
Greater New Haven  
New Haven, CT

The Enterprenurial  
Women's Network - Westport  
Westport, CT

CT State Women  
In Management  
Hartford, CT

League of Women Voters  
of Monroe  
Monroe, CT

League of Women Voters  
of Litchfield  
Litchfield, CT

League of Women Voters  
of Darien  
Darien, CT

League of Women Voters  
of Greater Middletown  
Middletown, CT

League of Women Voters  
of Cheshire  
Cheshire, CT

League of Women Voters  
of Bridgeport Area  
Trumbull, CT

Junior League of  
Greater Waterbury  
Woodbury, CT

League of Women Voters  
of CT  
Hamden, CT

The Enterprenurial Women's  
Network-G'Wich/S'Ford  
Cos Cob, CT

League of Women Voters of  
Northeastern CT  
Canterbury, CT

League of Women Voters  
of East Shore  
Branford, CT

League of Women Voters  
of Greenwich  
Old Greenwich, CT

League of Women Voters  
of Danbury  
Bethel, CT

League of Women Voters  
of Canton  
Canton Center, CT

Junior League of Greenwich  
Greenwich, CT

League of Women Voters  
Of Connecticut  
Wilton, CT

Junior League of Easten  
Fairfield County  
Southport, CT

Council of Catholic Women  
Bridgeport Diocese  
Old Greenwich, CT

Women's Club of Newington  
Newington, CT

Women In Communications  
Richardson-Vicks, Inc.  
Wilton, CT

Summit Women's Center  
Bridgeport, CT

Urban League of Southwestern  
Fairfield County  
Stamford, CT

The Hill Center  
Director  
Hartford, CT

Women's Center of  
Greater Danbury  
Danbury, CT

New Haven Women's  
Liberation Center  
New Haven, CT

Wesleyan Women's Center  
Middletown, CT

National Council-President  
Waterford, CT

Office of Career Services  
Conn College  
New London, CT

Stamford Human Relations  
Stamford, CT

Norwalk Community College



Counseling Ctr. For Women  
Norwalk, CT

Trinity College  
Women's Center  
Hartford, CT

Eastern CT State University  
Women's Center  
Willimantic, CT

Women's Center of  
Southeastern CT  
New London, CT

Prudence Crandall Center  
For Women  
New Britain, CT

American Association of  
University Women  
Waterford, CT

Mohegan Community College  
Women's Center  
Norwich, CT

Norwalk Community Relations  
S. Norwalk Comm. Ctr.  
South Norwalk, CT

Manchester Community College  
Women's Center  
Manchester, CT

Asnuntuck Community College  
Women's Center  
Enfield, CT

UCONN - Women's Center  
Storrs, CT

South Central Community  
College - Women's Ctr.  
New Haven, CT

Central CT State University  
Women's Center  
New Britain, CT

National Organization For  
Women-Southeastern CT

Groton, CT

Council of Catholic Women  
Norwich Diocese  
Plainfield, CT

Stamford Area (NOW)  
President  
Stamford, CT

Bridgeport (NOW)  
President  
Bridgeport, CT

Nontraditional Jobs Network  
New Haven, CT

National Council of  
Women - New Haven Section  
New Haven, CT

League of Women Voters  
of Watertown  
Watertown, CT

League of Women Voters of  
Wilton  
Wilton, CT

League of Women Voters  
of Stamford  
Stamford, CT

League of Women Voters  
of Ridgefield  
Ridgefield, CT

League of Women Voters  
of New Haven  
New Haven, CT

New Haven (NOW)  
President  
New Haven, CT

National Organization For  
Women-State Coordinator  
Southington, CT

National Council of Jewish  
Women  
West Hartford, CT

National Assn. of  
Professional Saleswomen  
West Simsbury, CT

League of Women Voters  
of Woodbury  
Woodbury, CT

League of Women Voters  
of Wallingford  
Wallingford, CT

League of Women Voters  
of Weston  
Weston, CT

League of Women Voters  
of Newtown  
Sandy Hook, CT

League of Women Voters  
of Norwalk  
Norwalk, CT

South Central (NOW)  
Hamden, CT

Danbury (NOW)  
President  
Danbury, CT

Greenwich (NOW)  
President  
Cos Cob, CT

National Assn. of  
Social Workers, Inc.  
Hartford, CT

League of Women Voters  
of New Milford  
New Milford, CT

League of Women Voters  
of Washington/Kent  
Washington, CT

League of Women Voters  
of Westport  
Westport, CT

League of Women Voters

of Southbury  
Southbury, CT

League of Women Voters  
of Redding  
West Redding, CT

League of Women Voters  
of New Canaan  
New Canaan, CT

## YWCA'S

YWCA of Greater Bridgeport  
Bridgeport, CT

YWCA of Hartford  
Scantic Branch  
Enfield, CT

YWCA of Meriden  
Meriden, CT

YWCA of Groton  
New London  
Groton, CT

YWCA of Hartford  
W. Hartford, CT

YWCA of Hartford  
Nutmeg Branch  
Manchester, CT

YWCA of Stamford  
Stamford, CT

YWCA of Darien  
Norwalk  
Darien, CT

YWCA of Waterbury  
Waterbury, CT

YWCA of Hartford  
East Branch  
East Hartford, CT

YWCA of New Britain  
New Britain, CT

YWCA of Greenwich  
Greenwich, CT

YWCA of Hartford  
Hartford, CT

YWCA of Greater Bridgeport  
Bridgeport, CT

YWCA of New Haven  
New Haven, CT

## HEALTH CLUBS

Zak's Fitness World  
Zak's Athletic Club, Inc.  
Newington, CT

World Gym East, Inc.  
Hamden, CT

World Gym East of Branford  
World Gym East, Inc.  
Branford, CT

World Class Gym  
Milford, CT

Workout, Inc.  
Meriden, CT

Valley Gym  
East-West Karate School, Inc.  
Simsbury, CT

Ultimate Fitness World  
North Windham, CT

Woman's Gym of CT  
Waterbury, CT

Woman's World Health Spa  
Torrington, CT

The Athletic Club at Windsor  
Windsor, CT

Westside Nautilus  
Southington, CT

Westport Tennis Club, Inc.

Westport, CT

Weston Racquet Club  
Weston, CT

Waterford Health & Racquet  
Club  
Waterford, CT

USA Weight Training Center  
Milford, CT

United Tae Kwon Do, Inc.  
East Hartford, CT

Ultimate Physique, Inc.  
West Hartford, CT

Tully's Fitness Center, Inc.  
Newington, CT

Swim Center One, Inc.  
Granby, CT

Sun Capsule of Granby  
Granby, CT

Stamford Fitness Centre Ltd.  
Stamford, CT

Sports Com II  
Windsor Locks, CT

Tennis Club, Inc. (The)  
Bloomfield, CT

Tennis Club of Trumbull  
Trumbull, CT

Tennis Center (The)  
Newington/Wethersfield  
Newington, CT

TCW Just For You Inc.  
Guilford, CT

Sundgren's Fitness Center, Inc.  
Bristol, CT

Strength & Fitness, Inc.  
Glastonbury, CT

Stratford Club  
CT Racquetball Clubs, Inc.  
Stratford, CT

Stamford Plaza Health Club,  
Inc.  
Stamford, CT

Stamford Nautilus Fitness  
Center, Inc.  
Stamford, CT

Stamford Indoor Tennis Corp  
Stamford, CT

Sports Complex of  
Windsor Locks  
Windsor Locks, CT

Tully's Fitness Center  
West, Inc.  
Simsbury, CT

Trumbull Workout Center, Inc.  
Trumbull, CT

Trumbull Racquet Club  
Trumbull, CT

Tribury Nautilus - Tribury  
Physical Fitness & Cond., Inc.  
Middlebury, CT

Tribury II - Tribury  
Physical Fitness & Cond., Inc.  
New Milford, CT

Tribury Tennis/Racquetball  
Tribury Tennis Ctr, Inc.  
Middlebury, CT

Treadway Inn of Cromwell, Inc.  
Cromwell, CT

Tournament Players Club of CT  
Cromwell, CT

Total Body Fitness Ctr.  
West Haven, CT

Tokyo Health Spa  
Bridgeport, CT

Tennis Forum  
Vernon, CT

Spa Lady  
Spa Lady of CT, Inc.  
Cromwell, CT

Sheraton Health Club  
Sheraton Hotel Waterbury  
Waterbury, CT

Spa Lady  
Spa Assoc., Inc.  
Elmwood, CT

Spa Associates, Inc.  
Spa Lady  
West Hartford, CT

Southport Racquet Club  
Southport Athletic Club  
Southport, CT

Southington Nautilus  
Xerco, Inc.  
Plantsville, CT

Shippam Racquet Club  
Stamford, CT

Saybrook Nautilus  
Old Saybrook, CT

Sandy's South End Fitness  
Hartford, CT

Spa Lady  
Spa Lady of CT, Inc.  
Cromwell, CT

Spa Lady  
Gem Spa's II, Inc.  
Stratford, CT

Spa Lady  
Gem Spa's Inc.  
Norwalk, CT

Spa Lady  
Spa Lady of CT, Inc.

North Haven, CT

Spa Lady  
Spa Lady of CT, Inc.  
Milford, CT

Spa Lady Tri-State Spa Lady,  
Inc.  
Manchester, CT

Spa Lady  
Spa Lady of CT, Inc.  
Fairfield, CT

Results Plus  
North Haven, CT

Rocky Hill Athletic Club  
Rocky Hill Tennis Club, Inc.  
Rocky Hill, CT

Ridgefield Tennis Club  
Ridgefield, CT

Ridgefield Fitness Ctr.  
Ridgefield, CT

Racquetball Spa  
Fairfield, CT

Pumping Iron Gym  
BPG, Inc.  
Greenwich, CT

Powerhouse Gym  
Powerhouse Fitness  
New Britain, CT

Players Fitness & Racquetball  
Fitness Connection of  
Danbury, Inc.  
Danbury, CT

Pinewoods Racquet Club -  
Magna Tennis Unlimited  
Torrington, CT

Physical Assets  
Waterbury, CT

Phoenix Club - The Health &

Recreation Dev. Corp  
Danbury, CT

Passariello's Quest  
Athletic Facility  
Orange, CT

Parkview Executive Health Ctr.  
Intercoast Mgt/Htfd, Inc.  
Hartford, CT

Old Saybrook Racquet Club  
Old Saybrook, CT

Old Mystic Nautilus Health  
Fitness Ctr, Inc.  
Mystic, CT

Old Greenwich Tennis Academy  
Old Greenwich, CT

Oakwood Farms Sports  
Center, Inc.  
Glastonbury, CT

Norwich Health and  
Racquet Club  
Norwich, CT

Norwalk Racquet Club  
Norwalk, CT

No-No Nanette's  
Fitness Salon  
Plainfield, CT

Newtown Health  
Racquetball Club, Inc.  
Newtown, CT

New Milford Tennis  
Swim Club, Inc.  
New Milford, CT

New London Sports  
Complex, Inc.  
New London, CT

New Image Fitness Center  
Weed Health Club, Inc.  
Bridgeport, CT

New England Health  
Racquet at Waterbury  
Waterbury, CT

New England Health  
Racquet Club  
Enfield, CT

New Canaan Racquet Club  
New Canaan, CT

Nautilus Sports  
Fitness Center  
West Hartford, CT

Nautilus Sports Cond &  
Fit Ctr. of W.H.  
Derby, CT

Nautilus Plus  
West Hartford, CT

Nautilus of New Canaan  
The Railroad Ave. Corp  
New Canaan, CT

Nautilus of Danbury, Inc.  
Danbury, CT

Nautilus No. 1  
Brookfield, CT

Nautilus Health & Fitness  
of Wallingford, Inc.  
Wallingford, CT

Nautilus Fitness Center  
of Groton, Inc.  
Groton, CT

Nautilus Fitness Center  
of Danielson  
Dayville, CT

Nautilus Fitness Center  
Donavin, Inc.  
Westport, CT

Nautilus East-Tribury  
Phys. Fit & Cond. Ctr.  
Waterbury, CT

Natural Bodies Gym  
& Aerobic Ctr.  
West Hartford, CT

Mystic Acrosports, Inc.  
Mystic, CT

Muscle Factory (The)  
West Haven, CT

Moon's Academy of Judo &  
Karate, Inc.  
Waterbury, CT

Me Tal Health Gym  
& Fitness Center  
Wallingford, CT

Mas Oyama's Karage, Inc.  
Fairfield, CT

Manchester Racquet Club  
MRC Co., Inc.  
Manchester, CT

Madison Racquet Club  
Madison, CT

Lyme Shores  
Racquet Club, Inc.  
East Lyme, CT

Living Well  
Lady Fitness Center  
Danbury, CT

Life Design Systems, Inc.  
Shelton, CT

Landmark Athletic Club  
Stamford, CT

King's Highway  
Tennis Club, Inc.  
Darien, CT

Judy's Health & Fitness  
Studio, Inc.  
Groton, CT

J.L.M. Inc.  
Sheraton Hotel Waterbury

Waterbury, CT

In Shape Fitness Center, Inc.  
North Haven, CT

Inland Fitness Center  
Inland, Inc.  
Glastonbury, CT

J. Palais School of  
Tae Kwon Do, Inc.  
West Hartford, CT

Images  
Chester, CT

Hwangs Tae Kwon-Do &  
Super Fitness  
Manchester, CT

Holiday Matrix Fitness  
Centers, Manchester  
Manchester, CT

Holiday Health Fitness  
Centers, Wethersfield  
Wethersfield, CT

Holiday Health Fitness  
Centers, West Hartford  
West Hartford, CT

Holiday Health Fitness  
Centers, Milford  
Milford, CT

Holiday Health Fitness  
Centers, Inc.  
Hamden, CT

Holiday Health Fitness  
Centers, Enfield  
Enfield, CT

Holiday Health Fitness  
Centers, Avon  
Avon, CT

Gold's Gym & Fitness Ctr.  
K.C. Fitness, Inc.  
Stamford, CT

Gold's Gym  
F.M.F., Inc.  
Waterbury, CT

Holiday Health  
Fitness Ctrs., Waterbury  
Waterbury, CT

Healthworks, Ltd.  
Wallingford, CT

Hammonasset  
Racquetball Club  
Madison, CT

Guilford Racquet and  
Swim Club  
Guilford, CT

Greenwich Racquet Club  
Cos Cob, CT

Gloria Stevens Fitness Center  
Wallingford, CT

Gloria Stevens Fitness Ctr.  
Woodbridge, CT

Gloria Stevens Fitness Ctr.  
Orange, CT

Gloria Stevens Fitness Ctr.  
Torrington, CT

Gloria Stevens Fitness Ctr.  
East Haven, CT

Gloria Stevens Fitness Ctr.  
Berlin, CT

Glastonbury Tennis Club  
Glastonbury, CT

Gibson's Gym, Inc.  
Manchester, CT

Germantown Tennis Club  
Danbury, CT

George's Gym, Inc.  
Norwalk, CT

Full Line Nautilus  
Glastonbury, CT

Fred Villari's Studio  
West Hartford, CT

Four Seasons Racquet Club  
Wilton, CT

Fitness Unlimited S.S.  
Guilford, CT

Fitness Unlimited  
Groton, CT

Fitness Unlimited  
Norwich, CT

Fitness Unlimited  
Waterbury, CT

Fitness Unlimited  
Southington, CT

Fitness Unlimited  
New Milford, CT

Fitness Unlimited  
Fairfield, CT

Fitness Unlimited  
Derby, CT

Fitness Unlimited  
Danbury, CT

Fitness Connection 1  
Stamford, CT

Fitness Connection-M. Richard  
East Hartford, CT

Figures & Fitness, Inc.  
Enfield, CT

Figure Forum, Inc. (The)  
Norwalk, CT

Farmington Valley Racquet Club  
Simsbury, CT

Farmington Farms Racquet

**Farmington, CT**

Fairfield Tennis Club, Inc.  
Fairfield, CT

European Suntan/Fitness Ctr.  
Rocky Hill, CT

European Suntan/Fitness Ctr.  
New Britain, CT

Erwin's Racquet Club  
Westport, CT

Elaine Powers Figure Salon  
West Hartford, CT

East West Karate Assoc., Inc.  
Farmington, CT

East West Karate Schools, Inc.  
Simsbury, CT

East-West Karate  
Southington, CT

East Hartford, Racquet Club  
East Hartford, CT

East Coast Power Gym, Inc.  
North Haven, CT

Downtown Fitness Center  
New Haven, CT

Derby Tennis Club  
Derby, CT

Derby Nautilus Fitness Ctr.  
Derby, CT

Deke's Gym  
Branford, CT

Danbury Health/Racquetball  
Club  
Bethel, CT

Creative Health & Fitness, Inc.  
Milford, CT

Court House One - Simsbury

**Simsbury, CT**

Court House One - Manchester  
Vernon, CT

Court House One - Downtown  
Hartford, CT

Court House One - Avon  
Avon, CT

Court House at Cromwell  
Cromwell, CT

Court Club (The)  
North Haven, CT

Corporate Fitness Center, Inc.  
Hamden, CT

Club 50  
Norwalk, CT

Club Ms. Fitness Center  
Columbia, CT

Club Bodyworks  
Hamden, CT

Chippens Hill Racquet Club  
Bristol, CT

Cheshire Racquet Club  
Cheshire, CT

Chae Rhee Inst of Tae Kwon Do  
Bridgeport, CT

Countryside Pool Club  
Bethany, CT

Candlewood Tennis & Fitness  
Club  
Brookfield, CT

Anita White's Workout  
Litchfield, CT

Bear Barbell & Fitness Ctr.  
New Milford, CT

Center Court Health

**Vernon, CT**

Cedar Hill Fitness Center  
Newington, CT

Canton Racquet Club  
Canton, CT

Bristol Fitness Center  
Bristol, CT

Branford Health and Racquet  
Club  
Branford, CT

Body Works, Inc.  
Fairfield, CT

Body Shoppe (The)  
Bristol, CT

Body Dynamics, Inc.  
Norwalk, CT

Bloomfield Racquet Club  
Bloomfield, CT

Beaver Brook Tennis Club  
Danbury, CT

American Fitness Institute  
Greenwich, CT

**APPENDIX D**  
**Connecticut State Police Recruitment Locations**

**OCTOBER 1986 TO APRIL 1987**

US Army Reserve Center, E. Windsor  
Mattatuck Community College  
UCONN - Waterbury Branch  
Eastern CT State University  
South Central Community College  
University of New Haven  
South Central Community College  
US Submarine Base, Groton, CT  
Middlesex Community College  
Permanent Comm. on Status of Women  
Manchester Community College  
Northwestern Community College  
WLVI Radio - Spanish Show, Hartford  
CH.13 TV - Spanish Show, Hartford  
Greater Hartford Community College  
Western CT State University  
Housatonic Community College  
Southern CT State University  
NAACP Convention - New Britain  
CT Air National Guard, Bradley Field  
Norwalk Community College  
Quinnipiac College  
Tunxis Community College  
University of Bridgeport  
John Jay College, New York City  
CH. 30 TV - Spanish Show  
River Baldwin Rec. Ctr. Waterbury  
Mohegan Community College  
UCONN - Storrs Campus  
Asnuntuck Community College  
Spanish American Development Agency  
Sacred Heart H. School  
Central CT State University  
CH. 30 TV - Public Serv. Announcement  
Waterbury State Tech. College  
CTR. For TRNING & Employment-Stamford  
Bunnell H. School, Stratford  
Human Relations Comm. Htfd. City Hall  
HI-HO Shopping Mall, Bridgeport  
Spanish Am. Dev. Agency, Bridgeport  
River Baldwin Rec. Ctr., Waterbury  
NAACP - Urban League-Perm. Status Women  
Pease Air Force Base, N. Hampshire  
Harlem State Bldg., New York City  
Howard University, Washington, DC  
American University, Washington, DC  
Camp LeJeune, NC  
Crystal Mall - Waterford  
Manchester Community College  
HI-HO Mall, Bridgeport  
University of New Haven  
Housatonic Community College  
University of Hartford  
Hartford H. Schools/Civic Center  
NCOA Job Fair, San Diego, CA  
Naugatuck Valley Mall, Waterbury  
Veteran's Affairs Office, Bridgeport

Quinnipiac College  
 Ft. Dix, NJ  
 Mohegan Community College  
 Bethel H. School  
 Holyoke Mall, MA  
 Mattatuck Community College  
 Cheshire H. School  
 Northern Essex Community College, MA  
 University of Lowell, MA  
 South Central Community College  
 Greater Hartford Community College  
 Northwestern Community College  
 John Jay College, New York City  
 Bullard Havens H. School, Bridgeport  
 Asnuntuck Community College  
 Ridgefield H. School  
 Branford H. School  
 Hartford H. School  
 River Baldwin Rec. CTR, Waterbury  
 Nichols College, MA  
 Manchester Community College  
 Central CT State University  
 CH. 30 TV - 30 Minute Interview  
 Suffolk Community College, LI, NY  
 Eastfield Mall, MA  
 Eastern CT State University  
 Tunxis Community College  
 Spanish AM. DEV. CTR., Bridgeport  
 Norwalk Community College  
 Western CT State University  
 Westfield State College, MA  
 Middlesex Community College  
 Naugatuck H. School  
 Girl Scouts of America, Enfield  
 Granby H. School  
 Hall H. School  
 Manhattan College, NY  
 Holyoke Community College, MA  
 Mercy College, NY  
 Salem State College, MA  
 Long Island University, NY  
 Plymouth Center School  
 Marist College, NY  
 University of Massachusetts  
 Conrad H. School  
 Northeastern University, MA  
 Westfield State College, MA  
 St. John's University, NY  
 IONA College, NY

#### **APRIL 1987 TO APRIL 1988**

Mohegan Community College  
 Tunxis Community College  
 Mattatuck Community College  
 Hartford H. School  
 Stratford CT National Guard Expo  
 Masuk H. School, Bridgeport  
 Berlin H. School  
 Wethersfield H. School  
 NO. Branford H. School  
 NE Catholic H. School, Hartford



Cromwell H. School  
 Vernon CTR. School  
 Pease Air Force Base, New Hampshire  
 Northeast University, Boston, MA  
 New Haven CT National Guard Expo  
 US Sub Base, Groton  
 Htfd. Area H. Schools/UCONN Campus  
 Htfd. Com. TV-CH 26 1/2 HR Show Taped  
 E. Lyme, CT National Guard Expo  
 Harding H. School-Bridgeport  
 US Marine Base, North Carolina  
 Central H. School-Bridgeport  
 CT Womens Car Rally, Htfd. Jai Alai  
 Meriden Record-Journal Recruit Article  
 West Indian Society Festival-Hartford  
 East Haven Town Fair  
 University of Bridgeport  
 Norfolk, Virginia - Military Job Fair  
 Central Connecticut State University  
 Cont. Cable-Enfield 1/2 HR Show Taped  
 FT Devens, MA Job Fair  
 University of Bridgeport  
 Big E Fair, Massachusetts  
 University of New Haven  
 Springfield Civic Center-Job Fair  
 Crystal Mall, Waterford  
 East Region Recruiters Conf./Maryland  
 Wilbur H. School-New Haven  
 Radio Advertisements-WPLR New Haven  
 Valley REG. H. School-Deep River  
 E. Lyme H. School  
 Sacred Heart University  
 Coventry H. School  
 RHAM H. School, Hebron  
 University of New Haven  
 Bacon Academy-Colchester  
 Buckley H. School, Hartford  
 Crosby H. School, Waterbury  
 Torrington H. School  
 Hamden H. School  
 Bullard Havens H. School-Bridgeport  
 Manchester Community College  
 Allen Chaple Church, Hartford  
 Manchester H. School  
 University of Bridgeport  
 John Jay College - New York City  
 Seymour H. School  
 Bristol Central H. School  
 University of New Haven  
 New Britain Senior H. School  
 Fermi H. School, Enfield  
 Windsor Locks H. School  
 Channel 13 TV-Hartford/Interview  
 HI-HO Shopping Mayy - Bridgeport  
 Crystal Shopping Mall-Waterford  
 Job Fair '88-Hartford Civic Center  
 Job Fair - New Britain Armory  
 Auto Show-Hartford Civic Center  
 Channel 20 TV (WTTX) Waterbury/Interview  
 Radio - WTIC-AM - Interview  
 Northwest Com. College  
 State Police Open House-New Britain

Channel 61, WTIC-TV - Interview  
 WDRC-AM Radio Interview  
 Channel 30 TV Interview  
 Quinnipiac College - Hamden  
 Channel 18 TV Interview  
 Univ. of CT - Waterbury Branch  
 Univ. of Hartford  
 US Marine Reserves, Lawrence, MA  
 South Central Com. College - New Haven  
 Hartford Public Schools - Hartford Civic Center  
 WHCH-AM Radio Interview - Hartford  
 American INT College - Springfield, MA  
 Central CT State Univ. - New Haven  
 Mohegan Com. College - Norwich  
 UCONN - Storrs Campus  
 Asnuteuck Com. College - Enfield  
 Norwich Town Hall  
 Ridgefield H. School  
 Manchester Com. College  
 Bethel H. School  
 WNLC Radio Interview - New London  
 Eastern CT State Univ - Willimantic  
 Providence, R.I. Civic CTR Job Fair  
 Westfield State College, MA  
 Ellington H. School  
 Western CT State Univ - Danbury  
 Univ. of Lowell, MA  
 Holyoke Com. College, Holyoke, MA  
 Northern Essex Com. College, MA  
 Worcester Mass Job Fair  
 Cromwell H. School  
 Waterbury State Technical College  
 Channel 8 TV, New Haven - Interview  
 Middlesex Com. College  
 St. John's University, NY  
 Watertown H. School  
 Naugatuck Valley Mall - Waterbury  
 Chapel Square Mall - New Haven  
 Salem State College, MA  
 Sacred Heart University, CT  
 Greater Hartford Com. College  
 Marist College, Poughkeepsie, NY  
 Com. College of Rhode Island, Warwick  
 Suffolk Com. College, Long Island, NY  
 Rocky Hill H. School  
 Nichols College, Dudley, MA  
 Bryant College, Smithfield, RI  
 Univ. of Rhode Island, No. Kingston  
 Long Island Univ.-Brooklyn Branch  
 Anna Maria College, Paxton, MA  
 Rhode Island College, Providence, RI  
 Conrad H. School W. HTFD  
 IONA College, N. Rochelle, NY  
 Mercy College, Dobbs Ferry, NY  
 Hall H. School W. HTFD.  
 Holy Cross H. School, Waterbury  
 Trumbull H. School  
 Roger Williams College, Bristol, RI  
 Amity H. School  
 Wagner College, Staten Island, NY  
 Masuk H. School - Monroe  
 Fordham University, Bronx, NY

APRIL 1988 TO MARCH 1989

Conard H. School W. Htfd  
Hall H. School W. Htfd  
Holycross H. School WTBV  
Trumbull H. School  
Amity H. School Woodbridge  
Housatonic REG. H. School  
Western CT State Univ.  
Parish Hill H. School Chaplin  
Coginchaug H. School Durham  
Naugatuck H. School  
Bolton H. School  
Hartford H. School  
Sacred Heart H. School N. Britain  
West Hill H. School Stamford  
North Branford H. School  
West Hartford Police Explorers  
Manchester H. School  
Greater Hartford Community College  
Wolcott H. School  
Clark Univ. Worcester, MA  
Camp LeJeune, NC-USMC  
Governor's Day - Camp O'Neill  
Action For BPT. Comm. Dev. - Job Fair  
NCOA Job Fair, Norfolk, VA  
Springfield, MA Civic Center Job Fair  
Bronx, NY Economic DEV. CTR. Job Fair  
Central CT State Univ.  
Univ. of New Haven  
Career Job Fair, Stratford, CT  
Housatonic Community College  
U.S. Submarine Base, Groton, CT  
Sacred Heart Univ.  
First Star of David Church, New Haven  
CT State Police Open House, Norwalk  
Providence, RI Civic CTR, Job Fair  
Hartford Public H. Schools  
NO. Essex Comm. College, Haverill, MA  
Stafford H. School  
Hillhouse H. School, New Haven  
Bullard Havens Tech. H. School, BPT.  
Lewis B. Mills H. School, Burlington, CT  
Bristol Central H. School  
Middlesex Community College  
John Jay College, New York City  
Sound School, New Haven  
Buckley H. School, Hartford  
Wilbur Cross H. School, New Haven  
Manchester H. School  
Bassick H. School, Bridgeport  
N. Haven H. School  
Conte H. School, N. Haven  
Wilby H. School, Waterbury  
Hartford Civic Center Job Fair  
Crystal Mall, Waterford, CT  
Hartford Public Schools Celeb. of Dreams  
Madison Square Garden Job Fair, NYC  
WDRC-AM Radio Interview  
University of Hartford  
University of Bridgeport  
Amer. Intl. Col., Spfld, MA Job Fair

Hartford Women Magazine - Interview  
 WNLK Radio, Norwalk, Interview  
 WLVH Radio (Spanish) Radio, Htfd. Int.  
 New Haven Coliseum Job Fair  
 Bethel H. School  
 N.E. Times Radio Inter., Norwood, MA  
 Holyoke Community College, MA  
 HTFD. Community Cable TV, Interview  
 WHCN Radio, Hartford, Interview  
 Quinnipiac College  
 Westfield State College, MA  
 Spanish-Amer. Development Agency, BPT.  
 Suffolk Comm. College, L.I., NY  
 Farmington H. School  
 University of Lowell, MA  
 WKND Radio, Windsor, Interview  
 Anna Maria College, Paxton, MA  
 Community College of R.I., Warwick  
 Salem State College, MA  
 Middlesex Community College  
 Eastern CT. State Univ. , Willimantic  
 Plainville H. School  
 Roger William College, Bristol, RI  
 Mercey College, Dobbs Ferry, NY  
 Univ. of Rhode Island, Kingston  
 South Central Community College, New Haven  
 New Britain H. School  
 University of Connecticut, Storrs  
 Greater Hartford Community College  
 Norwich H. School  
 Lewis Fox Middle School, Hartford  
 St. John's University, NY  
 Western CT. State Univ., Danbury

# **MARCH 1989 TO APRIL 1990**

Southern CT University  
 Bloomfield H. School  
 Conard H. School W. HTFD  
 Amity H. School Woodbridge  
 Hall H. School W. HTFD  
 Holy Cross H. School WTBV  
 Brian McMahon H. School NWLK  
 Manchester Comm. Col.  
 Plainville J.H. School  
 New Britain Chamber of Commerce - Job Fair  
 Rocky Hill H. School  
 Tunxis Comm. Col.  
 Portland H. School  
 Weston H. School  
 Granby H. School  
 N. Haven H. School  
 Sacred Heart H. School N. Britain  
 Central H. School BPT  
 Griswold School Jewett City  
 N. Haven H. School  
 Cooperative H. School N. Haven  
 Sound H. School N. Haven  
 Hillhouse H. School N. Haven  
 Stamford H. School  
 No. Branford H. School  
 Univ. of Htfd

Public Safety Expo - HTFD Civic Center  
 Roosevelt School BPT  
 Law Enf. Council East. CT WTFD  
 John Jay College, NYC  
 Governor's Day - Camp O'Neill  
 Citizen's Committee For NYC - Job Fair  
 Action For BPT Community Development  
 Sacred Heart H. School WTBV  
 Sub Base New London - Job Fair  
 Park Plaza Hotel New Haven - Job Fair  
 Univ. of New Haven  
 Bristol Central H. School  
 Manchester H. School  
 Sacred Heart Univ.  
 Manchester H. School  
 Weaver H. School HTFD  
 Inner City Caucas Jamaica, NY - Job Fair  
 Bunnel H. School STFD  
 Univ. of BPT  
 John Jay College, NYC  
 Middlesex Comm. Col.  
 Buckley H. School - HTFD  
 Wethersfield H. School  
 South Windsor H. School  
 Naugatuck H. School  
 Hartford Courant Civic Center - Job Fair  
 East Haven H. School  
 HTFD Schools Celebration of Dreams, Civic CTR Fair  
 Roosevelt School BPT  
 Univ. of HTFD  
 Stratford H. School  
 Amer. Intl. Col. SPFLD. MA  
 Bassick H. School  
 WCTF Radio - Interview  
 Stone Hill Col. No. Easton, MA  
 Ben Franklin H. School BPT  
 ST. Anselm Col. Manchester, NH  
 Quinnipiac Col. Hamden  
 Ansonia H. School  
 Farmington H. School  
 Blackham J.H. School BPT  
 Housatonic Comm. Col. BPT  
 Weston H. School  
 Hartford H. School  
 Fairfield Prep. H. School  
 Watertown H. School  
 Quinebaug Val. College  
 Mary Immaculate Academy N. Britain  
 Univ. of CT Storrs  
 Suffolk Comm. Col. LI, NY  
 Hamden H. School  
 East Hampton H. School  
 Roger Williams Col. Bristol, RI  
 Conard H. School  
 Salem State Col. MA  
 Hall H. School  
 Central CT State Univ. N. Britain  
 Anna Maria Col. Paxton, MA  
 Success MGT. Job Fair - Hartford Civic CTR.  
 Salve Regina Col. Newport, RI  
 Coventry H. School  
 Holy Cross H. School WTBV

Westfield State Col. MA  
Univ. of Lowell, MA  
So. Central Comm. Col.

**JUNE 1990 TO MARCH 1991**

Griswold School, Jewett City  
Spanish Amer. Development Agency, BPT  
Governor's Day, Camp O'Neill  
Action for BPT. Community Development  
Roger Sherman School, Meriden  
Litchfield H. School  
Bullard Havens Tech. School  
Ellington H. School  
Eastern CT State Univ., Willimantic  
Jonathan Law H. School, Milford  
Univ. of New Haven  
Sacred Heart Univ. Fairfield  
Middlesex Community College  
Ben Franklin H. School  
Waterbury Chamber of Commerce, Job Fair  
Central CT State Univ., New Haven  
Seymour H. School  
John Jay College, NYC  
Manchester H. School  
Wethersfield H. School  
Buckley H. School, HTFD.  
Bunell H. School, Milford  
Urban League of Springfield, MA, Job Fair  
Univ. of Hartford  
Fox Middle School, HTFD  
Quinnipiac College, Hamden  
Fitchburg Col., Fitchburg, MA.  
Stratford H. School  
Farmington H. School  
Univ. of New Haven  
Harding H. School, BPT.  
Bassick H. School, BPT.  
Hartford H. School  
Central CT. State Univ., NH,  
Manchester Community Col.  
Hartford Public H. School  
Salem State Col., MA.  
Enrico Fermi H. School, Enfield  
Eastern CT. State Univ., Willimantic,  
Holy Cross H. School, Waterbury,  
North Haven H. School  
Stratford H. School

**MARCH 1991 TO MARCH 1994**

Weaver H. School, Hartford  
SNET Safety Program presentation  
East Granby Middle School  
University of New Haven  
United States Army, Army Career and Alumni Program (ACAP)  
East Granby Middle School  
Hartford H. School  
Weaver H. School, Hartford  
U.S. Marine Corps, Springfield, MA  
Hartford YWCA  
Police Explorers, Westover Air Force Base

Danbury H. School  
University of New Haven Criminal Justice Club  
"Grow with Connecticut' Career Expo, Hartford  
Rocky Hill H. School  
Weaver H. School  
John Jay College, New York  
New Haven H. School  
Bristol Central H. School  
Canton H. School  
Granby Memorial Middle School  
Gateway Community Technical College, New Haven  
Western Connecticut State University, Danbury  
Roger Williams University, Bristol, RI  
Police Explorers, Meriden  
Quirk Middle School, Hartford  
Springfield College, Springfield, MA  
University of New Haven, New Haven, CT  
Northeast Utilities, Hartford  
Middlesex Community College, Bedford, MA  
Hillhouse H. School, New Haven, CT  
Manchester H. School  
Old Saybrook H. School  
Manchester H. School

**APPENDIX E**  
**COMMISSION ON ACCREDITATION FOR LAW ENFORCEMENT AGENCIES**  
**RECRUITMENT STANDARDS**

*(Excerpt from CALEA Standards For Law Enforcement Agencies)*

## **RECRUITMENT**

A task as important as the recruitment (and selection) of law enforcement personnel should be approached from a positive viewpoint. Agencies, through the authority of their respective governments and administrations, should identify and employ the best candidates available, not merely eliminate the least qualified. The benefits of positive recruitment (and selection) policies should be manifested in a lower rate of personnel turnover, fewer disciplinary problems, higher morale, better community relations, and more efficient and effective services.

The standards on recruitment provide a framework for both the technical and philosophical details of an efficient and effective law enforcement recruitment function. Below is a summary of the basic thrust of the recruitment standards.

A written directive should initiate the formal recruitment process. Administrative control for the process should be vested in one, identifiable position. All agency personnel, and especially minorities and women, should be involved in the recruitment process based on a written recruitment plan that has specific goals and measurable objectives that are evaluated annually. Law enforcement agencies should have a ratio of minority employees about equal to the proportion of such groups within the service area. In the absence of such a ratio, the agency must prepare an Affirmative Action Plan for Equal Employment Opportunity, provide its employees with written information on Equal Employment Opportunity requirements, and advertise as an Equal Opportunity Employer.

Recruitment activities will be enhanced by cooperative arrangements with a personnel agency, if any, and written recruitment agreements with law enforcement agencies, community organizations, and key leaders. Recruiters, armed with literature depicting minorities and women in meaningful law enforcement roles, should be sent to educational institutions and community service organizations.

Any effective and fair recruitment process is dependent upon many technical application requirements, including vacancy announcements that are accurate and based on complete job task analyses and the availability of decentralized locations for the application and testing process. The initial application form should request only that information necessary to initiate the recruitment process and should not be rejected solely because of correctable omissions and errors or an applicant's failure to be a resident of the law enforcement service area. An official filing deadline should be established and vacancies advertised through the mass media at least ten days prior to the established deadline. Some form of contact should be maintained with applicants throughout the recruitment, application, and selection process. Finally, an extension of recruitment is to be found in a written directive establishing a law enforcement student intern program.

Several important assumptions and caveats underlie these recruitment standards. First, the standards are generally applicable only to those agencies with ongoing or active recruitment efforts, activities that normally take place when actual vacancies exist or when potential vacancies are forecasted. However, two of the standards are operative for all agencies regardless of whether there are job vacancies: standard 31.5.1 establishing an Affirmative Action Plan if the ratio of minority group employees is lower than the ratio of minorities in the service community and standard 31.5.3 requiring an Equal Employment Opportunity Plan. Standard 31.5.1, while not requiring an agency to initiate recruitment, mandates the preparation of an Affirmative Action Plan that includes a



series of specific elements and that is to be used when job vacancies occur or are projected to occur. The Affirmative Action Plan may well include the agency's plan for increasing its overall personnel strength, creating new positions within the agency, and reorganizing budget priorities.

A second assumption of the standards is that, unless stated otherwise, they apply only to sworn personnel. Similarly, unless specifically stated to the contrary, all standards are applicable to the recruitment of entry-level personnel only.

Third, it is understood that some agencies are required to handle their personnel through a state or local civil service merit system and are, therefore, linked to that system in the recruitment of law enforcement personnel. Obviously, every agency is obligated to comply with all applicable statutes and policy directives. This may result in the agency's being unable to comply with certain of these standards. Statutory changes and new policy directives are clearly out of the hands of the agency itself. However, the agency is required to show that the civil service agency upon which it depends is in compliance with applicable standards.

### 31.1 Administrative Practices and Procedures

**31.1.1** *A written directive establishes a recruitment program to attract applicants for actual or forecasted agency vacancies.*

**Commentary:** When there are actual or forecasted vacancies, the agency should initiate and maintain an active recruitment campaign in order to compete with other employers for qualified applicants. (M M M M M M)

**31.1.2** *The agency actively performs or participates in the implementation of its recruitment program.*

**Commentary:** When the authority for recruitment is shared with other agencies, the law enforcement agency should seek to involve itself directly or indirectly in all activities critical to the recruitment effort. (M M M M M M)

**31.1.3** *A written directive vests the authority and responsibility for administering the agency's role in the recruitment program in an identifiable position.*

**Commentary:** The position identified within the agency must have authority to manage the agency's role in the operation and direction of recruitment activities. A specific individual may be identified in addition to the position itself. (M M M M M M)

**31.1.4** *Individuals assigned to recruitment activities are knowledgeable in personnel matters, especially Equal Employment Opportunity/Affirmative Action as it affects the management and operations of the agency.*

**Commentary:** Prior to initiating recruitment activities, recruiters should undergo a training

program that provides knowledge and skills in the following areas: (1) the agency's recruitment needs and commitments, (2) agency career opportunities, salaries, benefits, and training, (3) federal and state compliance guidelines, (4) the community and its needs (including demographic data, community organizations, educational institutions, etc.), (5) cultural awareness, or an understanding of different ethnic groups and subcultures, (6) techniques of informal recordkeeping systems for candidate tracking, (7) the selection process utilized by the central personnel operation or agency (including procedures involved in conducting background investigations and written, oral, or physical agility examinations), (8) recruitment programs of other jurisdictions, (9) characteristics that disqualify candidates, and (10) medical requirements. (M M M M M M)

**31.1.5** *The agency involves all personnel in recruitment activities.*

**Commentary:** An effective technique of recruitment is to involve all agency personnel and provide incentives for their participation. The benefits of such a program are twofold: (1) more personnel become involved in the recruiting than could be assigned specifically to such duties by the agency and (2) because of their professional interest, officers generally recruit qualified candidates. Moreover, all employees should be provided with the Equal Employment Opportunity policies of the agency. (M M M M M M)

**31.1.6** *Whenever possible, minority personnel, fluent in the community's languages and aware of*

*the cultural environment, are actively included in recruitment activities.*

**Commentary:** Placing minority personnel and women, especially those of supervisory ranks, in recruitment roles can (1) demonstrate the agency's commitment to the minority community, (2) demonstrate promotability by virtue of their rank, (3) enhance the receptivity of the minority community to the recruiter, and (4) increase the potential for recruiting minority personnel. The effectiveness of recruitment in service areas populated by ethnic minority groups will also be enhanced by the availability of multilingual recruitment literature in those areas.

(O O O M M M)

## 31.2 Cooperative Agreements

**31.2.1** *The agency seeks cooperative agreements with a personnel agency, if any, at the appropriate level of state, county, and/or local government to aid in the recruitment of applicants.*

**Commentary:** Other personnel agencies are often helpful in the recruitment of qualified applicants. Such agencies through the years develop a high degree of expertise in attracting personnel for other government agencies and units.

(O O O O O M)

**31.2.2** *The agency has established cooperative personnel recruitment agreements, evidenced in writing, with other law enforcement agencies.*

**Commentary:** The advantage of a cooperative personnel recruitment agreement is twofold: (1) the participating agency's likelihood of success is actually multiplied by the number of agencies involved in the agreement and (2) an applicant's likelihood of exposure and success, by virtue of applying to any one of the participating agencies, is also multiplied by the number of agencies involved. Cooperative personnel systems could facilitate the general exchange of experienced personnel between or among agencies.

(O O O O O O)

## 31.3 Community Outreach

**31.3.1** *The agency seeks recruitment assistance, referrals, and advice from community organizations and key leaders.*

**Commentary:** Cooperative assistance from community organizations and key leaders should increase and broaden the agency's exposure within the service community. (M M M M M M)

**31.3.2** *The agency posts job announcements with community service organizations.*

**Commentary:** The agency should seek permission to post job announcements with community organizations that are in contact with individuals who are likely candidates for recruitment. The agency should seek to achieve broader dissemination and greater exposure of recruitment information. (M M M M M M)

**31.3.3** *For entry-level law enforcement officer positions, the agency sends recruiters to educational institutions and community organizations to recruit on site within the community service area.*

**Commentary:** Recruiting among the youth is extremely important. So often, youth fail to get the necessary exposure and reinforcement that lead individuals into certain career paths, simply because they are unaware of the opportunities available to them. "Career Days" on high school, college, and university campuses offer excellent opportunities for setting up displays, passing out recruitment material, and speaking to interested students. Agency recruiters should acquaint college and university career counselors with the benefits and challenges of a law enforcement career. Applications and position advertisements should be made available to career counselors in a timely manner. (O O O O O O)

**31.3.4** *A written directive establishes a law enforcement student intern program.*

**Commentary:** Agencies should nurture student interest in the law enforcement field by providing them with firsthand experience in law enforcement. Student intern programs serve the dual purpose of maintaining the student's interest in law enforcement after high school graduation and while attending college.

(N/A N/A O O O O)

## 31.4 Comprehensive Recruitment Plan

**31.4.1** *The agency has a written recruitment plan that includes the following elements:*

- objectives stated in quantitative terms;
- a statement of the agency's authorized, budgeted, and actual strength;
- key activity timetables;
- an itemized recruitment budget;
- a written statement of support from the law enforcement agency's chief executive officer; and
- procedures for seeking assistance from community organizations and key leaders.

**Commentary:** A written recruitment plan enables the agency to conduct an organized and effective search for well-qualified applicants by relating job requirements to recruiting methods. A comprehensive plan will set forth measurable recruitment objectives, including actual and forecasted vacancies, as well as the strategies and procedures designed to accomplish those objectives. A timetable of key recruitment activities, an itemized recruitment budget, and procedures for obtaining the assistance of community organizations and leaders should be included as separate items. (N/A N/A O O M M)

**31.4.2** *The agency prepares a written recruitment evaluation report annually containing the following elements:*

- *measurement of recruitment activities against quantitative objectives;*
- *analysis of the effectiveness or ineffectiveness of recruitment; and*
- *recommendations for improvement.*

**Commentary:** Program evaluation is a necessary factor in improving programs. To encourage a valid and useful appraisal method, the agency should allow ample opportunity for appropriate parties to participate in the process. Moreover, to determine the effectiveness of the program, accurate recordkeeping and continuous program evaluations should be conducted to ensure that the performance reported meets program objectives. The agency should analyze the impact of the agency's employment policies, practices, and procedures on the employment and utilization of minorities and women as required in the Equal Employment Opportunity Plan (see standard 31.5.3). If the agency has an Affirmative Action Plan (see standards 31.5.1 and 31.5.2), it should be able to document its implementation as part of the evaluation report.

(N/A N/A O O M M)

**31.4.3** *A written recruitment progress report is submitted to the agency's chief executive officer at least quarterly.*

**Commentary:** Regularly scheduled progress reports should document all recruiting activities in the reporting period. Particular attention should be given to key activities and other indicators of program progress. (N/A N/A O O M M)

**31.4.4** *Written job task analyses support the recruitment strategies and procedures.*

**Commentary:** To ensure job relevancy, the agency's recruitment strategies and procedures should be based on a detailed, written analysis of the

nature of the job to be performed; the knowledge, skills, and training required to perform the job tasks; and any prerequisite personal attributes. The job task analyses may be carried out by persons other than law enforcement agency employees.

(M M M M M M)

### **31.5 Affirmative Action and Equal Employment Opportunity**

**31.5.1** *The agency has a ratio of minority group employees in approximate proportion to the makeup of the agency's law enforcement service community, or an Affirmative Action Plan pursuant to standard 31.5.2.*

**Commentary:** Affirmative Action requires aggressive recruitment of women and minority group members who are significantly underrepresented in the agency. Preferential recruitment should then be directed toward approximating (within the sworn ranks) the minority composition of the community. If the available minority work force underrepresents the makeup of the minority service community, the agency should recruit outside its service area to attract a minority work force equal to the makeup of that community. (M M M M M M)

**31.5.2** *The Affirmative Action Plan, if any, includes the following elements:*

- *statement of measurable objectives;*
- *key activity timetables;*
- *plan of action to correct any inequities;*
- *an evaluation plan; and*
- *an itemized budget.*

**Commentary:** The Affirmative Action Plan should be written so that it can be easily understood and followed. The foundation of a successful recruitment drive should include strong management commitments, an analysis of demographic/geographic features of the agency's service area, and specific knowledge of past efforts to attract minorities by similar agencies.

(M M M M M M)

**31.5.3** *The agency has an Equal Employment Opportunity Plan.*

**Commentary:** The Equal Employment Opportunity Plan should ensure equal opportunities for employment and employment conditions for minority persons and women. The Equal Employment Opportunity Plan should be based on an annual analysis of the agency's present employment policies, practices, and procedures

relevant to their effective impact on the employment and utilization of minorities and women.  
(M M M M M M)

## 31.6 Job Announcements and Publicity

**31.6.1** *The agency's job announcements provide a description of the duties, responsibilities, and requisite skills, educational level, and physical requirements for the positions to be filled.*

**Commentary:** The agency should provide the most accurate and precise job description possible to avoid undue delay and wasted time on the part of the agency and the applicant. When the most important performance dimensions are known, the potential applicants are in a better position to relate their particular knowledge, understanding, and skills to those required by the position to be filled. The agency saves the time and expense of making determinations that the applicants could have made, had they been fully apprised.  
(M M M M M M)

**31.6.2** *A written directive requires that job vacancies are publicized at least ten working days prior to any official application filing deadline.*

**Commentary:** Recruiters should use all available time up to the official filing deadline to encourage potential applicants to apply. Potential applicants should be given enough time to learn of the agency's vacancies, analyze career opportunities, decide to apply, and follow through.  
(O O M M M M)

**31.6.3** *Entry-level job vacancies are advertised through the mass media.*

**Commentary:** The agency should use the most economical means of providing information on employment opportunities to potential applicants. Advertisements should be placed with minority media, where appropriate and available. This information should be provided sufficiently in advance to allow a reasonable time for the responses of those interested. The agency should supply the media with special stories and articles publicizing the agency's interest in attracting applicants. (O O M M M M)

**31.6.4** *The agency advertises as an Equal Opportunity Employer on all employment applications and recruitment advertisements.*

**Commentary:** To facilitate the successful recruitment of minorities and women, law enforcement agencies should clearly state on all public and internal personnel documents that the agency is

an Equal Opportunity Employer.  
(M M M M M M)

**31.6.5** *The agency's recruitment literature, if any, depicts women and minorities in law enforcement employment roles.*

**Commentary:** The agency should seek to enhance its credibility and sincerity among members of protected classes or disadvantaged groups by way of example. (M M M M M M)

## 31.7 Application Process

**31.7.1** *If the agency uses a preapplication contact card, the card should request only the following information: applicant name, home and business address, home and business phone, date of birth, and position desired.*

**Commentary:** The Preapplication Contact Card (or Form) should be considered simply as an expression of interest and as an aid to recruiters. A detailed application should be completed by the applicant during the first stages of screening and testing. (M M M M M M)

**31.7.2** *An official application filing deadline, if any, is boldly indicated on employment announcements and recruitment advertisements.*

**Commentary:** The importance of submitting the employment application prior to the filing deadline should be emphasized to potential applicants. The filing deadline should be well publicized through the mass media.  
(M M M M M M)

**31.7.3** *The agency provides application and testing processes at decentralized locations.*

**Commentary:** In order to attract minorities, women, and persons with special skills, the agency should take the application process to the potential employee. Mobile recruitment vans would satisfy the intent of this standard.  
(N/A N/A N/A N/A O M)

**31.7.4** *The agency maintains contact with applicants from initial application to final employment disposition.*

**Commentary:** Agency recruiters should acknowledge receipt of all employment applications within five working days of their submission. Applicants should be periodically informed of the status of their applications. Applicant contacts should be documented and logged.  
(O O M M M M)

**31.7.5** *The agency has a plan to recruit outside its jurisdiction, if necessary, to meet the goals of Chapter 31.*

**Commentary:** It is of particular importance that law enforcement agencies recruit outside their jurisdiction to attract the necessary available work force. Restricting recruitment within the agency's service area may limit the potential number of qualified applicants. (O O O O O O)

**31.7.6** *Applications are not rejected because of omissions or deficiencies that can be corrected prior to the testing or interview process.*

**Commentary:** Applications that are deficient should be processed routinely if the deficiency can be rectified prior to the testing or interview process. (M M M M M M)

## Glossary

### TOPICAL AREA: RECRUITMENT

**ACTUAL STRENGTH:** The total number of persons currently employed in an agency.

**ADVERTISEMENT:** The direct or indirect contact between an agency and the general public by way of printed publications or broadcast announcements.

**AFFIRMATIVE ACTION PLAN:** A written plan for recruiting, hiring, training, and promoting minorities and women.

**AUTHORIZED STRENGTH:** The number of personnel legally or officially sanctioned by the agency's government.

**AVAILABLE WORK FORCE:** The largest potential group or number of individuals eligible, qualified, and capable of assuming specific activities and responsibilities.

**BUDGETED STRENGTH:** The number of personnel for whom funds have been authorized for a given period.

This number can, but does not necessarily have to, coincide with authorized strength.

**COMMUNITY'S LANGUAGES:** Languages used by ethnic or racial groups living within the agency's service area.

**COOPERATIVE PERSONNEL RECRUITMENT AGREEMENT:** An agreement covering the mutual exchange of information or experienced personnel between two or more agencies that are seeking qualified applicants for jobs.

**CULTURAL ENVIRONMENT:** The customary beliefs, social forms, and material traits that influence the life of an individual or community.

**DECENTRALIZED LOCATION:** An extension of a central location to designated sites in outlying areas.

**EQUAL EMPLOYMENT OPPORTUNITY:** The provision of equitable opportunities for employment and conditions of employment to all employees regardless of race, creed, color, age, sex, religion, national origin, or physical impairment.

**JOB TASK ANALYSIS:** A systematic examination of the functions and objectives of each job to be performed as it relates to the skills, knowledge, and abilities required to perform the tasks or duties of the job.

**MASS MEDIA:** Printed/electronic means of communication designed to reach the general public.

**QUANTITATIVE OBJECTIVE:** A specific result that can be directly measured or determined.

**QUANTITATIVE TERMS:** Expressions of, or relating to, determined or measured amounts.

**RATIO:** The relationship in quantity, amount, or size between two elements; an indicator of the relative sizes of quantities compared.

**RECRUITMENT ACTIVITIES:** A systematic method of seeking potentially qualified job applicants.

**RECRUITMENT LITERATURE:** A body of writing relating to methods of seeking qualified applicants for jobs.

**SERVICE COMMUNITY:** Those persons living within the agency's jurisdiction.

**APPENDIX F**  
**RECRUIT EXIT INTERVIEW FORM**

CONNECTICUT STATE POLICE  
TRAINING ACADEMY

104th TRAINING TROOP  
EXIT INTERVIEW / TA-104-07

TO: Captain John A. Leonard  
Commanding Officer/Bureau of Selections & Training  
285 Preston Avenue  
Meriden, Connecticut 06450

FROM: \_\_\_\_\_, Recruit

SUBJECT: Voluntary Resignation

Sir:

Respectfully submitted,

\_\_\_\_\_  
(signature)

CONNECTICUT STATE POLICE  
TRAINING ACADEMY

104th TRAINING TROOP  
EXIT INTERVIEW / TA-104-07

Recruit \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Interviewer(s) \_\_\_\_\_  
\_\_\_\_\_

Training Weeks Completed \_\_\_\_\_

\*\*\*\*\*

CAREER CHOICE

During the selection process up to and including Academy Orientation, were you provided with sufficient pre-employment information? (circle one)

YES      NO

If no, what specific additional information could have been presented to you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is the concern for the danger and potential for violence associated with the duties of a Trooper a reason for your resignation? (circle one)

YES      NO

Is the reason you are leaving because you believe police work is not what you thought it to be (i.e., hours of work, duties/responsibilities, etc.)? (circle one)

YES      NO

-page #2-

If yes, please explain.

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\*\*\*\*\*

ADJUSTMENT

Is being away from home and loved ones a reason for leaving?  
(circle one)

YES      NO

If yes, please explain.

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ACADEMY ENVIRONMENT

Were you informed during the selection process of the emphasis  
placed upon regimentation during training? (circle one)

YES      NO

Do you understand the need for the application of urgency and  
pressure during training? (circle one)

YES      NO

Were you informed of the Academy rules and regulations governing  
recruit conduct? (circle one)

YES      NO



-page #3-

Are you leaving because the regimentation was too demanding for you? (circle one)

If yes, in what way?

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\*\*\*\*\*

PHYSICAL FITNESS AND WELLNESS

Do you understand the need for physical fitness and wellness in law enforcement? (circle one)

YES      NO

Were you informed during the selection process of the emphasis placed upon physical fitness and wellness during training? (circle one)

YES      NO

Did you do any physical training to prepare yourself for recruit training before coming to the Academy? (circle one)

YES      NO

If yes, please explain.

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If no, please explain.

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-page #4-

Do you understand that the Academy staff will work with you to improve your physical fitness and wellness condition? (circle one)

YES NO

Are you leaving because of not being prepared in this area? (circle one)

YES NO

\*\*\*\*\*

ACADEMIC

Based upon your school experience prior to the Academy, did you have any weak subject area(s)? (circle one)

YES NO

If yes, what area(s)?

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Do you think the academic training is/was too demanding? (circle one)

YES NO

If yes, what subjects; in what way? Please explain.

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Did you understand that remedial help was available to you? (circle one)

YES NO

-page #5-

Did you seek remedial help from staff members? (circle one)

YES      NO

If no, why not?

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Are you resigning because of academics? (circle one)

YES      NO

If yes, please explain.

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\*\*\*\*\*

PHYSICAL CONFRONTATION

Have you participated in the physical confrontation portion of training? (circle one)

YES      NO

Is the physical confrontation portion the reason you are leaving? (circle one)

YES      NO

If yes, please explain.

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\*\*\*\*\*

PERSONAL FACTORS

Are you leaving because of personality differences with another recruit or staff member? (circle one)

YES      NO

If yes, please explain.

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Did you bring this to the attention of the Academy staff?  
(circle one)

YES      NO      N/A

If no, please explain.

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Are you leaving for other personal reasons? (circle one)

YES      NO

If yes, please explain.

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ADDITIONAL COMMENTS

What did you like best about training?

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What did you like least about training?

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What would you like to see changed in training?

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What is your primary reason for resigning? (circle one)

- Career Choice
- Adjustment
- Academy Environment
- Physical Fitness and Wellness
- Academic
- Physical Confrontation
- Other (please describe)

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RECRUIT (signature)

\_\_\_\_\_  
INTERVIEWER (signature)

## APPENDIX G ATTRITION TRENDS

In 1990, the DPS workforce totalled 998. As shown in Table 1, five percent of the total workforce left with service retirement being the main type of separation. Both minority and non-minority groups lost approximately five percent while only one (two percent) woman left.

Table 1. Attrition Rates by Race and Gender: 1990. <sup>1</sup>				
Reason	TOTAL	WHITE	MINORITY	WOMEN
WORKFORCE 5/31/90	998	891	107	53
Service Retire.	33	31	2	
Discharge	1	1		
Disability	7	6	1	
Resign. Good	10	9	1	1
Deceased	2	2		
<b>Total Separations</b>	<b>53 (5%)</b>	<b>49 (5%)</b>	<b>4 (4%)</b>	<b>1 (2%)</b>
<sup>1</sup> Does not include recruits.				

In 1991, the department had 1,017 employees. Over 20 percent of the total workforce was lost - primarily due to layoffs (11 percent). While every group was affected by the number of layoffs, the minority workforce appears to have taken the biggest cut. However, it is important to note that many non-minority individuals may have taken a service retirement rather than be laid off. In addition, all laid off individuals were subsequently rehired.

Table 2. Attrition Rates by Race and Gender: 1991. <sup>1</sup>				
Reason	TOTAL	WHITE	MINORITY	WOMEN
WORKFORCE 5/31/91	1,017	902	115	54
Service Retire.	95	93	2	1
Discharge	2	1	1	
Disability	6	6		
Resign. Good	7	6	1	1
Durational Position	2	2		
Layoffs	111 (11%)	94 (10%)	17 (15%)	3 (6%)
Deceased	1	1		
<b>Total Separations</b>	<b>224 (22%)</b>	<b>203 (22%)</b>	<b>21 (18%)</b>	<b>5 (9%)</b>
<sup>1</sup> Does not include recruits.				

Table 3 provides the attrition analysis for 1992. Similar to the 1990 workforce, 1992 attrition rates for both white and minority personnel was about 4 to 5 percent. The female attrition rate seemed to experience a slight increase.

Table 3. Attrition Rates by Race and Gender: 1992. <sup>1</sup>				
Reason	TOTAL	WHITE	MINORITY	WOMEN
WORKFORCE 5/31/92	904	794	110	53
Service Retire.	22	21	1	1
Discharge	2		2	
Disability	5	4	1	1
Resign. Good	6	5	1	1
Resign. not Good	1	1		
Durational Position	1	1		
<b>Total Separations</b>	<b>37 (4%)</b>	<b>32 (4%)</b>	<b>5 (5%)</b>	<b>3 (6%)</b>
<sup>1</sup> Does not include recruits.				

In 1993, the total DPS workforce was reduced by seven percent. Unlike the previous year, the attrition ratio of minorities and whites are not comparable. In addition, the attrition rate of women is higher than the minority rate although the actual numbers are about the same.

Table 4. Attrition Rates by Race and Gender: 1993. <sup>1</sup>				
Reason	TOTAL	WHITE	MINORITY	WOMEN
WORKFORCE 5/31/93	954	832	122	57
Service Retire.	54	51	3	
Discharge	2	2		
Disability	1	1		
Resign. Good	4	4		1
Resign. not Good	1	1		
Durational Position	3	2	1	
Agency Transfer	3	3		2
<b>Total Separations</b>	<b>68 (7%)</b>	<b>64 (8%)</b>	<b>4 (3%)</b>	<b>3 (5%)</b>
<sup>1</sup> Does not include recruits.				



**APPENDIX H**  
**CONNECTICUT STATE POLICE WORKFORCE TRENDS BY RANK**

Table A. Sworn Workforce Trends for Rank of Trooper: 1987-1994												Minority %
As of	TOT	WM	BM	HM	OM	Men	WF	BF	HF	OF	Women	
11/87	270 %	200 74	22 8	16 6	2 <1	240 89	29 11	1 <1	0	0	30 11	14.4
5/89	449 %	342 76	32 7	31 7	2 <1	407 91	39 9	3 <1	0	0	42 9	14.6
5/90	448 %	339 76	35 8	35 8	1 <1	410 92	35 8	3 <1	0	0	38 8	16.2
5/91	368 %	285 77	26 7	30 8	1 <1	342 93	23 6	2 <1	0	1 <1	26 7	15.7
5/92	415 %	317 76	33 8	35 8	1 <1	386 93	26 6	2 <1	0	1 <1	29 7	16.8
5/93	329 %	260 79	25 8	27 8	0	312 95	14 4	2 <1	0	1 <1	17 5	16.4
5/94	341 %	276 81	27 8	24 7	1 <1	328 96	11 3	1 <1	0	1 <1	13 4	15.2
Source: DPS Affirmative Action Plans												

Table B. Sworn Workforce Trends for Rank of Trooper First Class: 1987-1994												Minority %
As of	TOT	WM	BM	HM	OM	Men	WF	BF	HF	OF	Women	
11/87	387 %	375 97	7 2	2 <1	2 <1	386 100	1 <1	0	0	0	1 <1	2.3
5/89	349 %	337 97	6 2	2 <1	2 <1	347 99	2 <1	0	0	0	2 <1	2.2
5/90	298 %	278 93	7 2	4 1	2 <1	291 98	7 2	0	0	0	7 2	3.6
5/91	378 %	336 89	15 4	7 2	2 <1	360 95	17 4	1 <1	0	0	18 5	6
5/92	302 %	269 89	11 4	5 2	1 <1	286 95	15 5	1 <1	0	0	16 5	5.6
5/93	351 %	296 84	16 5	12 3	0	324 92	26 7	1 <1	0	0	27 8	8.2
5/94	392 %	320 82	19 5	22 6	0	361 92	29 7	2 <1	0	0	31 8	10.9
Source: DPS Affirmative Action Plans												

Table C. Sworn Workforce Trends for Rank of Sergeant: 1987-1994												Minority %
As of	TOT	WM	BM	HM	OM	Men	WF	BF	HF	OF	Women	
11/87	157 %	146 93	5 3	4 3	0	155 99	2 1	0	0	0	2 1	5.7
5/89	166 %	152 92	7 4	6 4	0	165 99	1 <1	0	0	0	1 <1	7.8
5/90	133 %	117 88	8 6	6 5	1 <1	132 99	1 <1	0	0	0	1 <1	10.5
5/91	130 %	117 90	8 6	3 2	1 <1	129 99	1 <1	0	0	0	1 <1	8.4
5/92	133 %	113 85	11 8	6 5	1 <1	131 98	2 2	0	0	0	2 2	12.7
5/93	137 %	115 84	11 8	6 4	2 1	134 98	3 2	0	0	0	3 2	12.4
5/94	137 %	115 84	12 9	5 4	1 <1	133 97	4 3	0	0	0	4 3	12.4
Source: DPS Affirmative Action Plans												

Table D. Sworn Workforce Trends for Rank of Master Sergeant: 1987-1994												Minority %
As of	TOT	WM	BM	HM	OM	Men	WF	BF	HF	OF	Women	
11/87	20 %	18 90	1 5	0	0	19 95	1 5	0	0	0	1 5	5
5/89	19 %	17 89	1 5	0	0	18 95	1 5	0	0	0	1 5	5
5/90	19 %	18 95	0	0	0	18 95	1 6	0	0	0	1 6	0
5/91	19 %	18 95	0	0	0	19 100	0	0	0	0	0	5
5/92	14 %	13 93	0	0	0	14 100	0	0	0	0	0	7
5/93	16 %	14 88	1 6	1 6	0	16 100	0	0	0	0	0	12.5
5/94	16 %	14 88	1 6	1 6	0	16 100	0	0	0	0	0	12.5
Source: DPS Affirmative Action Plans												

Table E. Sworn Workforce Trends for Rank of Lieutenant: 1987-1994												Minority %
As of	TOT	WM	BM	HM	OM	Men	WF	BF	HF	OF	Women	
11/87	38 %	37 97	1 3	0	0	38 100	0	0	0	0	0	3
5/89	36 %	35 97	1 3	0	0	36 100	0	0	0	0	0	3
5/90	33 %	31 94	2 6	0	0	33 100	0	0	0	0	0	6
5/91	29 %	27 93	1 3	0	0	28 97	1 3	0	0	0	1 3	3
5/92	22 %	21 95	0	0	0	21 95	1 5	0	0	0	1 5	
5/93	31 %	29 94	0	0	0	30 97	1 3	0	0	0	1 3	
5/94	29 %	28 97	0	0	1 3	29 100	0	0	0	0	0	3
Source: DPS Affirmative Action Plans												



## **AGENCY RESPONSE**





# STATE OF CONNECTICUT

## DEPARTMENT OF PUBLIC SAFETY

1111 Country Club Road  
P.O. Box 2794  
Middletown, CT 06457-9294

February 22, 1995

Senator Judith G. Freeman  
Representative Wade A. Hyslop, Jr.  
Co-Chairs, Legislative Program Review and Investigation Committee  
State Capitol, Room 506  
Hartford, Connecticut 06106-1591

Re: **Final Report on State Police Employment Practices Related  
to Members of Protected Groups**

Dear Senator Freeman and Representative Hyslop:

Thank you for the opportunity to comment on the Committee's final report on State Police Employment Practices Related Members of Protected Groups.

The Department of Public Safety is committed to implementing affirmative action and non-discrimination policies in its employment practices.

To this end, the Department of Public Safety urges the Committee to recognize that successful implementation of its recommendations is dependent upon the addition of one clerical employee and one affirmative action officer to its affirmative action office. In addition, the department would require computer equipment to carry out the committee's tracking and monitoring recommendations. The committee's recommendations call for measures that cannot readily be achieved within the existing resources of the agency's affirmative action office.

Very truly yours,

A handwritten signature in cursive script, reading "Kenneth H. Kirschner".

Colonel Kenneth H. Kirschner  
COMMISSIONER

KHK:eah

cc: Captain John Leonard  
Ms. Phyllis Harden